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ILLINOIS Education

JANUARY 1957

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TM-57-1

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EDITORIALLY SPEAKING

Board Votes to Pay Mrs. McNely; Case Is Closed

In keeping with the decision of the supreme court of Illinois, the school board of Gillespie Community Unit District No. 7 recently voted to pay Mrs. Irma W. McNely, widow of the late E. J. McNely, $4900 plus 5 percent interest since Dec. 20, 1953. This $4900 is the amount of salary which would have been due Mr. McNely as superintendent of the district from the time of his dismissal until the date of his death. In addition, the district will pay $225.85 in court costs, and fees totaling $31.

The court held in its final decision that Mr. McNely, as a superintendent, was entitled to the protection afforded under the teacher tenure law. The case, supported from the beginning by the IEA, not only protected the interests of the McNely estate, but clarified the position of administrators and supervisors under the tenure law, and reinforced teacher tenure generally. A. G. Whitehouse of Gillespie was the successful attorney for Mrs. McNely and the IEA. —Irving F. Pearson, IEA Executive Secretary

Reports Due Feb. 1 on 100 Percent Membership

Perhaps your school or district deserves to be included in the IEA-NEA Honor Roll in Illinois Education. All school districts or individual schools in which 100 percent of the teachers are members of both the Illinois Education Association and the National Education Association should be given this recognition. Superintendents have been asked to submit the names of their schools or districts which are 100 percent in the two organizations. Following the procedure established last year, the January *IEA Newsletter* will include a report form which superintendents should fill out and return to the IEA office by Feb. 1. Reports received by that date will be included in the March Honor Roll. —Francine Richard, editor, Illinois Education

Look for These Billboards Along Major Highways

Photo courtesy of Outdoor Advertising Association of Illinois

As you motor along major Illinois highways, look for these billboard posters; they will appear soon. These posters are a joint project sponsored by the Illinois Association of School Boards, the Illinois Congress of Parents and Teachers, and the Illinois Education Association. The Outdoor Advertising Association of Illinois is donating the space and the labor involved in putting up the posters.

The problems of the schools are numerous. This is one medium which should reach more people than can be reached otherwise. The schools need your help and the help of all of us. Won't you let the sponsors and the Outdoor Advertising Association know that you appreciate their efforts? Write them. Thank them.

—Claude E. Vick, IEA Director of Professional and Public Relations

from Cover ... to Cover

OUR COVER this month, as well as our lead article, is dedicated to Illinois State Normal University and one hundred years of teacher education in the state. The crimson is ISNU's official color, and the caption is taken from a quotation by Richard Edwards, second president of Normal. He considered teaching "a noble calling" and the education of the children of the state the "grandest of enterprises." From his words has come the title of the university's centennial history, *Grandest of Enterprises*, by Dr. Helen Marshall.

WE HAVE rephrased President Edwards' quotation for the title of our article, because we feel that teacher education is also the "grandest of enterprises"—it is through professional standards of teacher preparation that we will be able to provide a good education for the boys and girls of Illinois.

THE STUDENT TEACHERS on the cover are Mrs. Elizabeth Gradisher Brush, a senior in the kindergarten-primary curriculum of the elementary division at ISNU, and John White, a senior in the special education division. The picture was taken in one of ISNU's laboratory schools, of course.

CENTENNIALS seem to be a feature this month, as Helen Ryan tells you about some of the NEA's centennial plans—in an article on page 182.

THE STIR created by the decision to drop remedial freshman rhetoric at the University of Illinois has led to a study by the Illinois Association of Teachers of English. Results of their questionnaire are presented by Helen Stapp on page 180.

—*The Editor*

ILLINOIS

Education

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Francine Richard, Editor
Joan Truckenbrod, Editorial Associate
L. R. Grimm and C. E. Vick, Contributing Editors
Irving F. Pearson, Consulting Editor

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Major Problems in English Would Be Solved If All Teachers Accepted Their Responsibility

Dear Mrs. Richard:

Much controversy seems to have developed over the teaching of English in our schools. At this time, I do not wish to argue the pros and cons of the controversy. I feel, and have felt for a long time, that our schools could improve the teaching of English and it is with this thought of improvement that I offer my suggestions.

The teaching of English is different than other courses in that English is taught directly, or indirectly, in all classes. Every time you speak, every time you write, you use English. The math teacher, the history teacher, the home ec teacher, and all teachers use the fundamentals of English in their classroom teaching. Pupils are asked to answer questions, give oral reports, write examinations, write reports, etc.; and in each case we have spelling, sentence structure, paragraphing, handwriting, punctuation, capitalization, etc.

Our students attend English classes to learn the proper ways to speak and write, and as soon as they leave the English class they step into other classes where spelling, handwriting, punctuation, and proper sentence structure are ignored. The pupils soon learn that the only person concerned with English is the English teacher.

If all teachers would realize that they are teachers of English whether they want to be or not, our major problems in English would disappear. Let all teachers teach spelling and require written words to be properly spelled. Let all teachers refuse to accept poorly punctuated, poorly capitalized, poorly written papers. I am not suggesting that each teacher be a specialist in English, but I am saying that most all teachers will know how to spell most of the words which our students misspell. Most all teachers (college-trained) can write an acceptable paper, and they can determine what is wrong with a pupil's paper.

We, as teachers, just don't do it. We forget that we are teaching boys and girls and we reach the place where we want to teach only agriculture, or science, or some other subject. When all teachers accept their rightful role in the teaching of English then our major English problems will be solved.

—Clyde C. Corn, superintendent, Roanoke Community Unit, Roanoke.

Data on School Finance Is of 'Much Interest'

Dear Mr. Stoneking:

I was very much impressed with your report to the Tri-County School Board Association.

Would it be possible for you to send me a copy of the statistical information that you gave us that evening? I tried to keep up with you in writing down this very important data in regard to school finance, but I am afraid that what I wrote down might not be correct.

Therefore, if you can send me this information I certainly will appreciate it.

—R. B. Mades, superintendent of schools, Kane County.

•

Dear Mr. Stoneking:

I was very much interested in your comments at the Tri-County meeting in Chicago on Oct. 18 and again at Elgin. I took partial notes each time, but your statistics came a little too fast for me to be sure that they are accurate. I would appreciate very much having these data to use if you have no objection. I am particularly interested in the comparison of the seven most populous states and Illinois' rank. I believe I have the states correctly, but not the percentages of income used for the schools and the percentage of income supplied by the state. . . .

—R. L. Newenham, superintendent, Zion public schools.

•

Dear Wayne:

Congratulations on an excellent series, "Lessons in Illinois Public School Finance." Could I please have 35 copies of Lesson I and Lesson II for use in my finance class? I would also like 35 copies of succeeding lessons.

Thanks a lot.

—Jack A. Peterson, associate professor of education, Western Illinois State College.

Racial Prejudice Has 'No Basis or Logic'

Although this column is devoted primarily to letters from teachers to the editor and other IEA staff members, we wanted to share with you the following letter which was received by Stephen W. Clark, principal of Alexander County Central High School in Tamms. We are sure you will share, too, in the pride which the Tamms faculty, students, and community must feel in fostering conditions which elicit such comment from a "white citizen from the deep southern part of Illinois."

Dear Sir:

Last night, for the first time in several years, I visited your high school to watch the basketball game between Tamms and Alto Pass. I attended Olive Branch High School three years and Cairo High School one year, graduating in 1943. During that time, and in recent years, I have attended many football and basketball games, etc., at many schools. Last night, however, was what you might call the climax—not from the standpoint of a ball game, as Alto Pass was outclassed by a definitely superior team—but from the standpoint of human relations.

To me it was the witnessing of an ideal come to life—the compatibility of the two races, the oneness of people together which can exist and in this county which does exist only at your school. Seeing it for the first time in this community, I was filled with many emotions, the least of which was heart warming. Perhaps it could

be best expressed as, "My cup runneth over with joy."

Although not practicable, it would be beneficial and educational if every citizen of this county could visit your school. Perhaps in so doing they might come to realize that their racial prejudice has no basis or logic; that all people are human beings; that in this land of ours everyone is an American and, given the opportunity and the privileges of an American, there is no difference regardless of the color of skin.

The board of education, yourself, the teaching staff, the people of your community, and the students are indeed to be congratulated. Would that I were of school age; I would deem it an honor and a privilege to attend your school.

—Donald E. Ames, 1104 Poplar Street, Cairo.

Mercer County Proud To Be 100 Percent in NEA

Dear Miss Ryan:

It was my pleasure to make the following announcement at the delegate meeting of the Blackhawk Division on Monday, Oct. 29, in Geneseo: "I have the privilege of announcing the reaching of a goal in Mercer County, the success of the efforts of several persons who have been interested in the welfare of our National Education Association for many years.

"When our October enrollment period was completed, we found that all except nine teachers in five different Mercer County school districts had joined the NEA. We felt that this was the year in which we should reach our long-time goal of 100 per cent NEA membership. During this school term, Mercer County has the president of the Blackhawk Division; during this year, Blackhawk Division is sponsoring the next president of the Illinois Education Association; during this term, the NEA will celebrate its 100th anniversary. Thus, this seemed as if it should be our year.

"I believe every teacher in Mercer County can hold his head a little higher and be a little prouder to teach; because, as of Thursday, Oct. 25, 100 percent of the teachers of Mercer County are members of the National Education Association."

We got the other nine by making a personal call on each of them and telling our story. I am writing you with the hope that the Mercer County teachers may have their county listed with the 100 percent ones in Illinois Education.

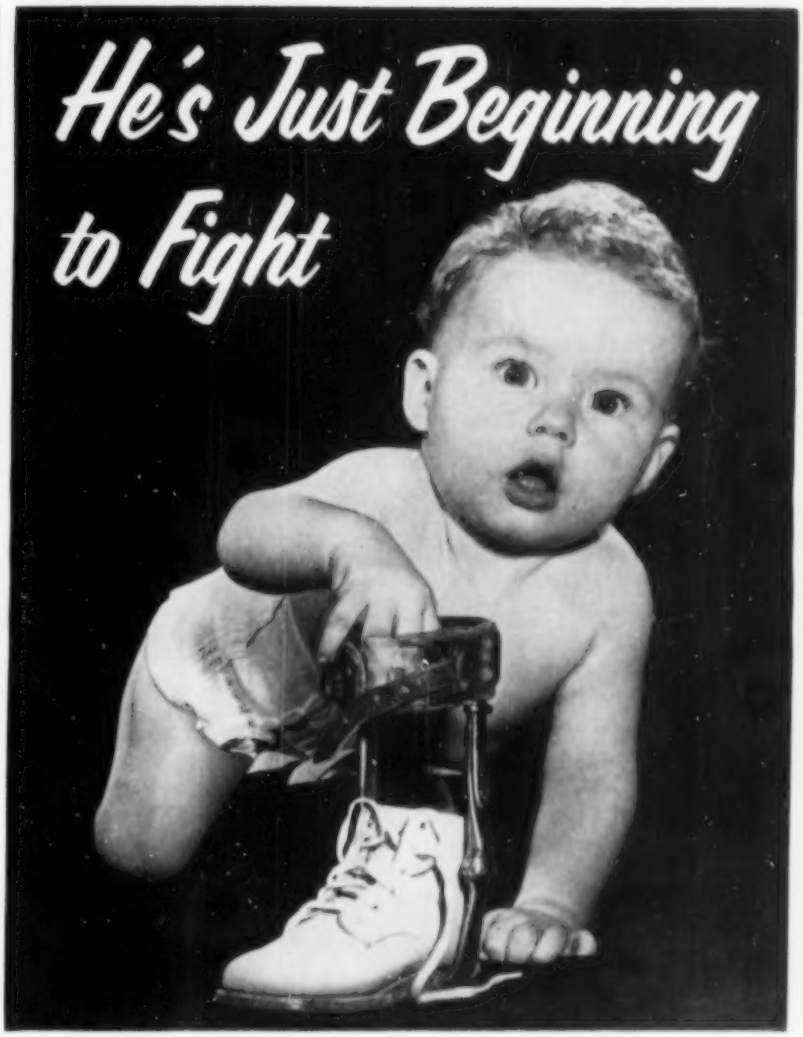
—Clifford King, superintendent, Sherrard Community Unit, Sherrard.

Businessmen Want to Help

Dear Editor:

It was a real pleasure to read your November issue of Illinois Education, and we commend you for your farsightedness in the article on chambers of commerce. Businessmen want to do what is right for the schools of America . . .

—John E. Harmon, assistant manager, education department, Chamber of Commerce of the United States.



The dollar in your pocket now will help make it possible for him to walk without braces.

And more:

It will help train the hands and minds of many professional experts, all desperately needed . . . it will help finance research to perfect the vaccine.

Today, there is less polio, but:

Tens of thousands born too soon for the vaccine still need your help.

Let's Finish the Job!

P. S. — He'll make it. His name's Mark Fight.

Join THE MARCH OF DIMES IN JANUARY

OLD MAIN was the first building constructed for higher education in Illinois. When this picture was taken in the early 1940s, the building still had a top floor and clock tower. These were removed in 1946 when the structure was declared unsafe by state officials.

By ROBERT G. BONE
President
Illinois State Normal University

Teacher Education— Grandest of Enterprises

This is the story of Illinois State Normal University, the first state-supported institution of higher education in Illinois, which will be one hundred years old on Feb. 18.

A CENTURY AGO classes began in the first state-supported institution of higher education in Illinois. It was 1857 when Illinois State Normal University was created; since then more than 80,000 students have prepared for teaching at this institution.

If approximately one-half that number spent 30 years in the classroom – and thousands of university alumni have spent far more, the records show – millions upon millions of Illinois children have been affected by the establishment of the first state institution "to prepare teachers for the common schools of Illinois."

In 1857-58, there were 127 students and 30 pupils, six teachers, two floors of rented classroom space, an undeveloped campus of about 96 acres of land, and the partially constructed first building, Old Main. In 1956-57, there are 4868 students and pupils, 286 teachers, 25 major buildings including a library with 178,912 volumes and a student union building, a 68-acre main campus, and a 192-acre farm with a complement of 12 buildings.

The visions, dreams, and hopes of the founding fathers and early teachers of Illinois State Normal University have surely been fulfilled – and probably fulfilled beyond their expectations.

As Illinois State Normal University begins its second century, it faces

FIRST university classes began in the top floors of Major's Hall in Bloomington in the fall of 1857. This hall is also famous because it is where Lincoln delivered his Last Speech.

the challenge of preparing teachers for a state that has nearly doubled its pupil enrollment during the past decade. It faces also the challenge of preparing teachers to instruct the pupils for a fabulous future: a future of jet speed, atomic power, solar energy, and TV miracles. It must prepare teachers who are patient, able, and thoughtful. In them, the scientific and technological skills must be blended with the knowledge of the social sciences and the spirit and feeling of the humanities. In facing this challenge, the teachers, administrators, and board members of Illinois State Normal University stand confidently beside the founding fathers and its faithful teachers.

Teachers Took the Lead

The teachers of the state played a leading role in the establishment of Illinois State Normal University. In reviewing the beginnings of higher education, those who are teachers can take pride in the part members of the profession played.

On Feb. 18, 1857, the same day that both houses had passed the bill creating a state normal school, the bill was signed by Gov. William H. Bissell. On May 7, Bloomington was chosen as the site; on June 23, C. E. Hovey was named first principal; and on Sept. 29, the cornerstone for the first building was laid in North Bloomington. On Oct. 5, 19 students met in Major's Hall in Bloomington; the following day there were 29. Illinois State Normal University, a dream of many people, had become a reality.

It was not a sudden inspiration of the legislators, but was built on decades of hopes and dreams; the ideas, thought, time, and energy of many people went into its creation. As this institution, dedicated to the education of teachers, moves into the centennial year, special recognition should be paid the founding fathers and its early staff and supporters.

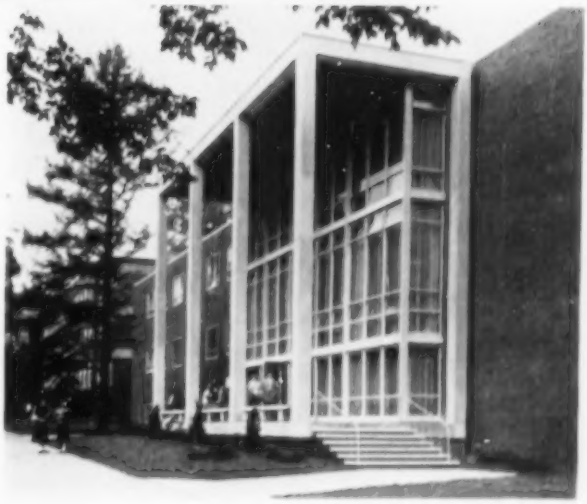
Education in Illinois was given some help through the Northwest Ordinance of 1787, the federal land grant of 1818, the free school bill of 1855, and the state constitution of 1848. There was not only a real desire, there was also financial provision for educating the youth.

But there was a dearth of good teachers. Some had no more training than that which they had received in elementary schools; a few from the southeastern states were "filled with slave ideas"; a number from New England came with their "Yankee and abolition ideas." As early as 1835, William Gatewood, with the backing of interested citizens, introduced in the Illinois Senate a bill to create a teachers seminary. Nothing came of this bill although it was brought up again in many succeeding sessions.

Interest in Education Increases

On Nov. 18, 1851, a group of farmers met at Granville and heard Prof. Jonathan B. Turner on "The Plan for an Industrial University in Illinois." Professor Turner—a brilliant scholar, an able speaker, an enthusiast for education for all—created a great deal of interest in his plan. It resulted in greater interest for education among farmers and mechanics, as well as teachers; the creation of the Industrial League, and eventually the creation of the

THIS AIR VIEW of the present campus of Illinois State Normal University was taken late in the fall of 1956. Old Main is the "topless" building at the left end of the quadrangle, center. Much of the new construction which is under way is also visible at the far left.



NEWEST building on the campus is the Student Union, to be formally dedicated on Founder's Day, Feb. 18.

—All photos courtesy of Illinois State Normal University

FROM the beginning, ISNU had a laboratory school to train its student teachers. This picture was taken about a half century ago. As early as 1872, ISNU President Edwards recommended to the board that the school provide an education for all, regardless of race or creed. The "right of all use" was established in the 1870s.

PRIMARY children in an early ISNU "model" school enjoy an "exercize in clay modeling."

first normal school in 1857, the Morrill Act of 1862, and the Illinois Industrial University in 1867.

ISTA Is Formed

Mr. Turner's enthusiasm for an educational institution had already reached the farmers through their popular periodical, *The Prairie Farmer;* and the editor, John S. Wright, devoted many pages to the need for agricultural and teacher education. In December, 1853, a group of educators met in Bloomington at the instigation of three men led by Daniel Wilkins, who owned and directed the Central Female Institute of Bloomington. The two-day meeting was an enthusiastic one and after considerable discussion, four significant resolutions were passed:

1. The Illinois State Teachers Association, forerunner of the Illinois Education Association, was created.

2. A request was made to the legislature to create the Office of the Superintendent of Public Instruction. (This was done by an act of February, 1854, and the governor named Ninian Edwards as the first superintendent.)

3. The *Illinois Teacher,* a periodical, was created; and after a year C. E. Hovey, superintendent of schools in Peoria, became its editor.

4. A request was made three years later to the legislature to create a normal school.

The association grew rapidly and enthusiastically during the next few years. The publication was well received. It, along with *The Prairie Farmer,* pressed for a normal school. Simeon Wright became the agent or roving ambassador for the association and its publication, and publicized the need for a normal school.

In November and December of 1856, the superintendent of public instruction-elect, William Powell, added his weight to teacher education. A temporary delay in establishing such an institution was caused by some disagreement among the educators: The private schools wanted use of the growing "seminary fund" of the state; Professor Turner and his large following held out for an industrial university; while a growing group led by Mr. Hovey; Mr. Wilkins; Mr. Wright; Mr. Edwards; George Bunsen, an outstanding educator and former pupil of Pestalozzi; and Newton Bateman, an able teacher and a leader in the teachers association, were for a normal school.

Bill Is Drawn Up

At the December meeting of the association in Chicago, Mr. Turner very generously withdrew his insistence on an industrial university in favor of a normal school. Mr. Wright and Mr. Wilkins were authorized to aid State Supt. Powell and Samuel J. Moulton, a member of the state legislature and chairman of the education committee, to draw up a bill creating a normal school. Representative Moulton engineered the bill through the House, 39 to 25. The Senate passed it 16 to 4. The bill creating a normal school set up a 15-man state board of education.

Among those named to the board were Messrs. Edwards, Wright, Wilkins, Bunsen, Hovey, Powell, and Moulton; C. B. Denio; and G. P. Rex. At an early meeting the board

The Weekly Pantagraph.

FOOTE, PUBLISHER AND PROPRIETOR. TERMS: TWO DOLLARS PER ANNUM, IN ADVA

PUBLICATION OFFICE NUMBER 1, IN UNION BLOCK, SECOND FLOOR.

UME XI. NO. 44. BLOOMINGTON, ILLINOIS, WEDNESDAY, OCTOBER 7, 1857. WHOLE NUMBER

THE CORNERSTONE for Old Main, ISNU's first building, was laid September 29, 1857. This issue of the local paper reported the event, saying, "A very considerable number of our citizens, in twenty or thirty vehicles and on foot, left town" and assembled for the ceremonies.

authorized the opening of bids for a site for the new university. Batavia, Washington, Peoria, and Bloomington made bids. Very largely due to the work, time, and effort of Jesse Fell of North Bloomington, McLean County was awarded the site.

Mr. Fell, a former teacher, was sold on the value of an educational institution to a community. With zeal

CHARLES HOVEY became the first president of Illinois State Normal University on June 23, 1857. Known then as "principal," Mr. Hovey was president until 1861, when he left for the Civil War, to lead the famed 33rd Regiment.

and real promotional ability, he got a few hundred people to pledge money and land for this purpose. Among the chief donors were Mr. Fell himself, Charles and Richard Holder, David Davis, Edwin C. Bakewell, Joseph Payne, and Meshack Pike. The exact site chosen was some 60 acres at the edge of North Bloomington, donated by the latter two men. (North Bloomington was created the town of Normal on Mar. 4, 1867.)

Hovey Heads ISNU

On June 23, 1857, the board named Charles E. Hovey as principal. There was talk of naming Horace Mann or William Phelps, principal of a normal school in New Jersey, but the educator from Peoria won on the first ballot and accepted the $2500 position.

Principal Hovey's first job was to prepare for the opening of classes in the fall. The second and third floors of Major's Hall in Bloomington were rented for classrooms. With the aid of his board and an architect, plans were drawn for a large, four-story, well-arranged building, and the cornerstone was laid on Sept. 29. A few days later, on Oct. 5, students were met by Principal Hovey and his chief assistant, Ira Moore. On Nov. 2, the Model School, for elementary pupils, was opened with the capable Miss Mary Brooks as teacher.

Panic Wrecks Schedule

The plan was to finish the main building by the fall of 1858, but the Panic of 1857 played havoc with the schedule. The price of materials went up, the subscribers were unable to pay their pledges, and there were no buyers for the land. After a year's inactivity on the building, President Hovey showed his real leadership and ability. With courage, daring, shrewdness, and vision, he obtained enough money to have the building finished, even though it was heavily mortgaged.

He and the president of the board, Samuel Moulton, borrowed money personally. With construction resumed, other board members and friends came to their aid. In an article written some years later, Mr. Hovey stated that Messrs. Moulton, Powell, Wright, Denio, and Rex gave generously of their time and financial aid. He also wrote, "I remember especially in this connection Jesse and Kersey Fell, and Charles and Richard Holder. Without them I see not how we could have succeeded."

The new building was far enough along in June, 1860, that the 10 members of the first graduating class held their ceremonies there on the 29th. The last brick was laid on Nov. 2, 1860, and the building was dedicated the following January, just a few months before the Civil War began.

In some ways it appeared as if the Civil War would end the Normal University venture. Not only was the building mortgaged for almost half its cost, but the toll of male students and teachers to the army was great. In August of 1861, 53 students and teachers left as an important part of the 33rd or Schoolmasters Regiment of Illinois volunteers.

However, a number of factors more than compensated for these difficulties. Women teachers were badly needed with the loss of many men teachers to the army. "The finest

(Continued on page 189)

EXTRA-CURRICULAR activities were also a part of early campus life. The girls basketball team of 1896 display their trophy; the university's first orchestra prepares for rehearsal; and many a Sunday driver went through the gate marked "For Carriages Only." This entrance to the campus shows Old Main (right) in the late 1890s, the tower just visible through the trees.

Teachers and schools can help

Build Better Communities

The school has an important role in teaching students to study their community and to use its resources for solving the problems at hand.

By JOHN B. BARNES
Assistant Director
Department of Community Development
Southern Illinois University

No school is an island—except by ignorance or neglect. The concept of the public school as an educational and service institution for its community is an integral part of our present-day philosophy of education. Superintendents, principals, and teachers alike proudly point out instances in which the school has attempted to involve students and community in real problem solving.

This might be heard on visitor's day: "Mrs. Bignickel, I want to show you a project which the eighth-graders have undertaken. You remember when the Rotary Club voted to study the recreational assets of our county? Well, these youngsters are doing it! They've been gathering data, reading early history, and locating scenic and historic spots by field trips. Now they are making a contour map which shows all of our recreational and cultural assets. We were all amazed at how Mr. Carter has been able to teach history, math, and geography simultaneously. Your little Johnnie is in charge of the scale work for the map. Why, he even does some teaching himself!"

Projects Are Interesting

Guests linger longer in school rooms where projects are engaging young minds and hands, where eyes and faces are bright with the excitement of new learning. Yes, many schools are developing programs which not only result in enlightened citizens but which actually are changing the physical-social environment of the school, broadening man's horizons, opening up new vistas for the expression of knowledge and skills.

Schools Are Not Alone

Schools are by no means the only agencies or institutions which are seeking to improve community living. We are not alone. Look at a few other groups which are similarly dedicated.

Long ago Theodore Roosevelt established the Commission on Country Life which was dedicated toward improving rural living. The National Grange for decades has emphasized neighborhood improvement in hamlets and villages. The federal government has spent millions in an attempt to help the farmer and his wife live better, in home and community; the Farm Bureau and Farmer's Union have extensive programs. The US department of agriculture has its county extension agents. The General Federation of Women's Clubs stimulates our communities by its national contests. Large corporations, such as the Georgia Power Co., have full-time staffs who help communities solve local problems. The Ford Foundation has produced several fine films devoted to democratic action in America's small communities: "The Whole Town's Talking" and "The People Act" are inspiring to see.

The Community School Movement, involving thousands of teachers, has made a definite impact on communities across America. Such concern over the places in which we live goes far beyond the local, state, and national levels. The International Cooperative Administration of our state department has a division of community development. This division provides for the training of persons from overseas, who will return to their own countries and assume positions in charge of community development programs.

Community Is Weakest Link

Much is being done to improve, strengthen, and revitalize living in our communities. There is a growing realization that nations are as strong as their weakest link—the local community. There is a decided emphasis in rebuilding America from the grass roots up—not from the treetop down. We, who work with young people, share in that emphasis, contribute to its final achievement.

Two exciting resources currently are available to teachers who desire to study their own community's resources or to make greater use of state, county, and local resources.

The Illinois Commission on Children has an *Illinois Directory of*

Health, Welfare, and Recreation Resources. It is a comprehensive listing of resources at the state, county, and local level and is available in printed form. Each resource is identified, addresses are given, and descriptions of current services provided by each resource are briefly outlined. The *Directory* is alphabetized by counties to assist teachers further in the use of local and area resources.

A second printed resource grew out of the Workshop in Educational Utilization of Community Resources, sponsored by Southern Illinois University and held in late summer at Alton. The workshop group prepared a comprehensive report of their six-weeks' attempt to canvass the resources of their large community. The two-volume report illustrates what other community groups can achieve when teachers, business and industrial leaders, and parents assess their available talents. Of course, listings are mere exercise; utilization of these resources to enrich and bring life to the classroom is the aim of such workshops.

While we agree that "no school is an island," while we are aware that the public schools are in partnership with a variety of other agencies concerned about the improvement of our villages, towns, and cities, let us face three means of relating the school to community improvement.

Use Some Daring

Such means may serve as a pin or a sword, whichever it takes, to prick our own sense of adventure. In no other profession are adventure and daring so necessary; in few professions are they so lacking. Too often youngsters who are chuck full of imagination, unafraid of the devil himself, rapt in adventure, go indoors at the ring of a school bell, seat themselves at the feet of the timid and fearful, and there prepare "to learn."

Each local community is unique. This is especially evident when we try to place a standard educational pattern over a school. If the standard fits at all it is because considerable alteration has been made by skilled craftsmen in the community. Certainly in some instances the school program should be a local product—discovered, verified, and continually adapted to the dynamic times in which we live.

Plan Self-Study

Many communities, unlike women, do not look in their mirrors. They really do not know what they are like. They have given no concerted, objective thought to themselves. The first thing we should do as school leaders is plan a detailed self-study and appraisal of our school setting —the community.

There are two divergent ways to do this. One, invite in an expert to study and write a report on the community. Two, a series of town meetings can be held in which local people present facts, lead discussions, and suggest solutions to problems. In my opinion the latter method of procedure is by far more rewarding, more motivating than the former. From such a series of meetings a more up-to-date role of the school in its community may be forthcoming. Studies by experts are highly revered and seldom read. There are several self-study guides and books written to assist local people in their community study.

Inventory Local Talent

The second thing we should do is inventory the talent in our community and our county—and make use of it! We have never witnessed such an array of special abilities which logically could complement classroom work. Our young men have traveled and seen the world, millions of families take interesting vacations documented by photographs, leisure time has sparked hobbies and created secondary skills, more adults in the community have attended college or trade school, a multiplicity of agencies and institutions exist to cater to our complex society, communication media—daily newspapers, television, technical periodicals—hustle the latest ideas even to our remote areas.

The range of talent and the readiness to express it will amaze you. Some class will be eager to construct the checklist. In such a project one can teach many things, from the proper methods of asking questions to the steps in planning the over-all utilization of community resources. There is no better opportunity to illustrate democratic planning, to view group discussion as problem solving, or to point up the need for responsible cooperation. In the final stages, students will see how many diverse talents find their places in various subjects. They can plan the "talent agenda," even write invitational letters. The opportunities are virtually endless.

Work With Other Groups

Last, teachers and students should assume responsibility for solving problems which inevitably pour out of the community study. They should always work with all other interested groups in a "community effort"—not as part of a special project of a particular school class.

I think nothing so stifles the progress of learning as laziness! So often schools are skeletons because they are daily inhabited by the unaggressive and unimaginative. Let me illustrate this responsibility for solving community problems. If your community lacks recreation facilities, ally yourself with all groups who conceivably are interested in the problem—the churches, the young marrieds, the organizations, the town council. Write to the National Recreation Association and obtain a rating sheet which, if used objectively, will lend facts to your attitudes. Publicize your assets and liabilities; with other groups form a recreation council to study possible solutions. Invite wide discussion. In a democratic manner, determine precise steps to be taken. Celebrate the accomplishments you make and stress the process used, so that people will begin to understand how they, with their friends, have power over their future.

Better schools mean stronger communities. Cease with calisthenics and begin with vigor to make your community a richer place in which to live and then it will be a more vital field for teaching and learning.

are Illinois teachers of English

MEETING THE

High-school English courses must provide for college-bound students, yet not neglect the others.

EARLY in 1956 the English teachers of the state suddenly found themselves blinking in the harsh rays of many spotlights. The University of Illinois had released to the press the information that it was planning to abandon its non-credit, remedial English course, Rhetoric 100. This course, University officials declared, was a course in high-school English, and they had no legal right to use for it any part of the money appropriated by the legislature for instruction at the college level.

Also the University released to the high schools of the state lists of their graduates who had entered the University, their scores on the English proficiency test given just before they enrolled in the University, and their grades in Rhetoric 100 (if they were required to take it) and in Rhetoric 101 and 102.

Such headlines as these began appearing in local newspapers: "Teachers Cite Pupil Apathy to Education," "Does It Matter if Johnny Has Poor English?," "High-School Students Tangle with Grammar." These and other headlines drew attention to problems and deficiencies of English teaching in the secondary school. Sharp sentences in the letters-to-the-editor columns revealed that the general public felt that it had discovered another scapegoat. Some issues of the metropolitan newspapers devoted an entire page to sections of the University of Illinois rhetoric placement test and to articles that tried to analyze why pupils did not pass such a test.

Meanwhile principals and superintendents throughout the state gave to their local newspapers reports of English activity and achievement in their secondary schools, and often these reports praised the work of the English teachers.

Sword or Boomerang?

The University had hoped that by releasing its plans to the general public it would be giving the English teachers a two-edged sword to cut through the apathy of those who thought that anyone could teach English and also could teach it well to large classes while coaching plays, advising newspaper staffs, and doing other time-consuming tasks.

However, the sword in the hands of the English teacher seemed to become a boomerang. "So you're an English teacher," as said by a new acquaintance, no longer ended with the reservation, "I must watch my grammar." The voice rather implied, "So you're a crook, wasting taxpayers' money and not accomplishing what you should."

The executive council of the Illinois Association of Teachers of English was concerned about this feeling of tension when it met in Chicago on Mar. 17. IATE district leaders reported at this time on their plans for spring meetings. More than half of the programs announced included a speech by Dr. Charles W. Roberts, chairman of freshman English at the University. Administrators as well as English teachers were to be invited to some of these meetings, and it was felt that better understanding of the problems of preparing a student for college English would result.

The executive council felt that a survey of the changes and impending changes in English courses throughout the state would indicate whether or not the English teachers were trying to meet the challenges of the diversified high-school populations of today. Were they trying to force pupils into identical molds; or were they attempting to guide college-bound students so that they could face mature problems in expression, meanwhile not neglecting those pupils whose need for basic skills was still very evident?

The council decided that a survey should be made early in the fall and that the results should be presented at the IATE fall conference.

Early in October questionnaires were sent to one third of the accredited high schools in the state. One fourth of the schools were chosen by a random sampling, and the others were schools represented on the executive council. Private and parochial schools were included in the random sampling. Of the 248 high schools receiving questionnaires, 181 or 73 percent replied.

These schools varied greatly in size and in percent of graduates entering college. Three schools reported student enrollments of from 50 to 100; eight schools had enrollments exceeding 3000. More than half, or 92, of the schools answering the questionnaire had enrollments of from 301 to 1000 students; 69 of this number had enrollments ranging from 301 to 750. Thirty-seven of the high schools reported enrollments of 100 to 300 students; 41 had from 1001 to 3000 pupils.

Percentages of graduates entering college also ranged on a similar scale, with 13 schools reporting that from 0 to 10 percent of their graduates went on to college and six schools indicating that from 91 to 100 percent of their students sought a higher education. The largest number of schools, 103, said that from 11 to 40 percent of their graduates went to college; of this number, 38 schools

E CHALLENGE?

By HELEN STAPP
English Teacher
Danville Senior High School

indicated that the percentage ranged from 31 to 40. A total of 33 schools said from 41 to 60 percent of their high-school graduates entered college, and 17 schools reported that from 61 to 90 percent of their graduates did so. Nine schools did not answer this question.

A brief report of the survey was given at the fall conference. Complete results are presented here so that not only English teachers but also other teachers and administrators will have an opportunity to judge how nearly the English teachers are meeting the challenges that have confronted them this past year.

Since English teachers have urged that high-school pupils need four years of secondary school English to acquire the skills expected in freshman rhetoric classes, the purpose of one part of the questionnaire was to discover what percent of the high schools require senior English.

Almost one half of the schools, 90 of them, reported that senior English was an elective subject. Slightly more than 30 percent, or 56 schools, said senior English was required. Only students who planned to go to college were required to take senior English in 15 schools; pupils having a D average had to take it in four of the schools; and in three schools, pupils having difficulty in English had to try four courses in English and pass at least three.

It is obvious that a student who has had three years of high-school English would usually not be as well prepared for college rhetoric as a student who has had four years, especially since the year omitted is the one preceding his entrance into college. Graduates of half the schools surveyed would seem to be under this handicap. Many of these students may elect senior English, but others who are not majoring in English may not realize the importance of the fourth year.

Variety of Courses Offered

Schools having a heterogeneous population often find it necessary to offer a variety of English courses in order to meet the needs of all their pupils. Consequently the questionnaire asked the number of different English courses offered in each high-school year.

There were 87 schools which reported only one English course offered during the freshman year; 50 schools offered two; nine schools, three; six schools, four; and eight schools, more than four courses. In the sophomore year, 102 schools reported only one course offered; 42 said two courses; 15, three; four, four courses; and nine, more than four courses.

Eighty-three schools said they offered only one course the junior year; 44 said two; 23, three; 14, four; and 11 reported more than four courses. In the senior year, 61 schools indicated they offered only one English course; 51 offered two; 27, three; 18, four; and 14, more than four courses.

Freshman totals were affected by the fact that 17 of the high schools are three-year schools. It is noticeable that schools are most likely to offer a variety of courses in the senior year and least likely to offer them in the sophomore year.

"Have you organized any new English courses in the last five years?" was the next question, designed to discover whether English departments were organized according to a set pattern or according to the varied needs of their pupils. Some schools protested the five-year limit on the question, saying that they had reorganized a little earlier. One-hundred-ten schools or 61 percent reported that they had inaugurated new courses, and 58 schools or 32 percent reported that they had not. The size of the schools and the percent of graduates entering college seemed to affect the amount of change.

The smaller schools, with enrollments of from 51 to 500 students, had a much larger percentage of "no" answers, indicating that most of them had not organized any new courses within the past five years. A total of 26 of these schools had organized new courses, while 41 said they had not. Of the schools with enrollments of from 501 to more than 3000, a total of 84 had reorganized their English program, and only 17 said they had not.

Most schools reporting a large percentage of graduates entering college also reported the inauguration of new English courses. Schools which said that from 61 to 100 percent of their graduates went to college reported 83 percent of "yes" answers and 17 percent of "no" answers to this question – indicating that most of them had organized new classes in English. Schools reporting 31 to 60 percent of graduates entering college had 79 percent yes and 17 percent no answers. Schools which had a smaller number – 0 to 30 percent – of their graduates going on to institutions of higher education reported 47 percent yes and 51 percent no answers to this question of reorganization.

The largest number of new courses

(Continued on page 190)

By HELEN K. RYAN
Field Representative
Illinois Education Association
•
Chairman
NEA Centennial Celebration Commission

Let's all go

On to Philadelphia!

The centennial convention of the National Education Association will be held this summer in the city of its birth.

ON TO Philadelphia in 1957! The choice of this city for the coming NEA convention was deliberate, of course, for it was in Philadelphia that the National Education Association was born. Furthermore, on that occasion the NEA will have completed a full century of existence, and what could be more fitting for any individual or organization than to observe its one-hundredth birthday in the place where it first saw the light of day?

The actual week of the convention will be the climax of the centennial celebration, naturally, but the role of education in American life is so vast that a proper recognition of every factor necessitates a program of activities that will be spread throughout the entire year.

Program Takes Shape

This program is now taking definite shape. At the Portland meeting the film, "A Desk for Billie," was designated as the centennial film. Based upon truthful occurrence, this story shows that even the underprivileged child of the poorest migrant worker finds educational opportunity throughout the United States. That Billie Davis, from end to end of this broad land, found schoolrooms and teachers who could lead her out of darkness is in itself symbolic of the work and worth of the NEA, linking all our schools, north and south, east and west, by one objective—service to all the children of all the people.

A fitting salute to America's teaching profession cannot be accomplished by a single act nor done in a single day. To meet, in a measure, a task of such magnitude the Centennial Commission has approved 28 different projects and assigned them to as many different committees. These projects are varied in scope, ranging from gaiety to profundity, but intended to blend into a whole that will make 1957 a year to be remembered.

This is the land of liberty. Liberty was the lodestone that drew our forefathers to these shores. Our government and our nation were founded upon the principles of liberty. The love of liberty is a trait characteristically American. Education *is* liberty. That is to say that where a people are truly and fully educated, liberty naturally follows. Therefore, the theme for the year is to be: "An Educated People Moves Freedom Forward."

That theme, a clarion sounding over mountain and plain, has caught ears beyond the schoolroom. From all walks of life heads are turning and hands are lifting to assure the success of NEA centennial activities.

Post Office Will Issue Stamp

The government of the United States, through its Post Office department, has reacted favorably to the idea of issuing a commemorative stamp for the event. Postmaster General Arthur E. Summerfield has announced that a commemorative stamp honoring the school teachers of America will be issued the first day of the convention. The NEA centennial office has announced plans to have a first-day sale of the stamp coincide with the opening of the centennial convention in Philadelphia. Paul Street, director of the

centennial office, said that present plans call for having a post office set up at convention headquarters so delegates may purchase the stamps and first-day-of-issue envelopes.

At leading universities a series of seminars will be held, bringing together some of the outstanding intellects in the country, to discuss and consider "Education and American Life." This should lead to a thorough threshing of the educational problems of our changing times.

So, too, should the local conferences which will be held throughout the country and which are an important part of the centennial plans. They are important because of the widespread participation of lay leaders in these conferences.

Public Takes Part

All the above is heart warming to record, for it is indicative of public interest in our activities, a realization that we are not alone in our educational labors, a recognition of the value and relationship of a school to its community.

Evidence is mounting of the widening grasp of the significance behind the centennial. The American Library Association plans to make the April, 1957, edition of their magazine, the *Bulletin*, a special issue on public education, and the NEA centennial will be featured in a 20-page supplement. It is planned to reprint this supplement for distribution.

Special centennial music, suitable for instrumental and choral rendition, has been written by Howard Hanson of the Eastman School of Music, Rochester, N.Y. According to plans, this composition will have its premiere performance in Washington, D.C., by the National Symphony Orchestra. Piano and vocal scores of the composition, "Song of Democracy," are now available.

A history of the NEA is being written by Edgar B. Wesley. This centennial story will appear soon, and from those who have been peeking over the author's shoulder we are informed that the history will be scholarly but full of human interest. It cannot, of course, be otherwise, for the school and the covered wagon, the schoolmaster and the buffalo hunter are all a part of the picturesque past that forms the background of American history, and the story of one can be as colorful and as absorbing as that of any other.

The history, in a special centennial binding, will be offered through the NEA. This record of an educational century will be enjoyed by all. It pictures a phase of American times that did much toward molding our heritage, tracing the impact and influence of the NEA upon all the great educational movements which enabled the little log-cabin school to grow into an edifice that can compare favorably with the automobile which has replaced the Conestoga wagon.

Lights and shadows made a picture; comedy and pathos are the ingredients of a perfect novel; the actual convention at Philadelphia will contain the same elements of contrast. Blending with the serious issues of our schools, visitors will be afforded opportunities for relaxation and profitable pleasure. The NEA Travel Service plans special tours, many radiating from Philadelphia, designed to present the historic Atlantic seaboard that was the womb of our nation.

The National Education Association, all the state associations, and all the local associations are to participate in this nationwide, year-long celebration. Bulletins and pamphlets will be issued from time to time, as plans develop, explaining and coordinating the activities on the various national, state, and local levels. On April 4, every teachers association will join in the observance of the actual birthday. One can imagine candles lighting one by one until a chain of light weaves from coast to coast, a light symbolic of the faith of teachers in their profession – their pride – and hear the chanting voices everywhere: "Happy birthday to you, NEA!"

Future Holds Great Promise

We believe the centennial celebration worthy of a lot of celebration and attention. "I have," runs a famous comment, "but one lamp by which my feet are guided–the lamp of experience." If that statement has merit (and its truth does seem axiomatic), then the NEA is indeed in a fortunate position. With the experience of 100 years behind it, armed with all the accumulated wisdom of that period of trial and triumph, the organized teaching profession can step forward confidently into a second century that has every promise of being more rewarding than was the first.

A MILESTONE in the democratization of the National Education Association was the election of the first woman president in 1910—Ella Flagg Young, superintendent of Chicago schools. Seated beside her is A. E. Winship, who had campaigned for her in his *Journal of Education*.

Is FEE COLLECTION a headache in your school?

By MARVIN O. GARLICH

Superintendent
Lincolnwood Schools

"MR. SMITH, I'm sorry but I seem to have more money for insurance than is needed to pay the premiums."

"Miss Jones, Jimmy Brown's mother included his sister's fees in the check I received. Now for Susie's books, insurance, and activity fee you should get . . ."

"Oh, teaching would be so much simpler if we didn't have to operate an individual classroom collecting agency!"

Have you heard similar remarks during the first week of school?

Most of us will agree that in the public schools fees should be kept to a minimum. At the same time we realize that in most schools of Illinois fees are collected for one or more items including book rental, insurance, bus tickets, kindergarten refreshments, activities, etc. So in many school districts the problem becomes one of how most easily to collect the money involved, how to account accurately for the money collected; and how to keep, for administrative purposes, accurate lists of children who have paid for and are entitled to certain services.

This past September in the Lincolnwood schools, where we have grades kindergarten through eight, a system was put into operation which has resulted in a much-improved collection process.

The following fees are collected: book rental, pupil insurance (which is optional), kindergarten fee which covers the year's supply of refreshments, and a bus fee of $10 for those pupils desiring transportation. (I should point out that the school district is not legally required to furnish transportation but does transport 1400 children as a service.)

The important item in our collection process is the fee envelope. On the opening day of school a 6 x 9 envelope is sent home with each child. In general, the envelope contains blanks for the receipt number; for the pupil's name, address, teacher and grade; and for checking the designated fee and the proper amount of money. There are also reminders to parents to make checks payable to the school district; to have exact change if cash is involved; to include only one child's fees in each envelope; and to return the envelope by a specific date.

Children Take Home Receipts

When the envelope is returned to school, either the teacher (or usually the PTA room mother) checks the amount and writes a pre-numbered receipt which is given to the child. The receipt number is placed on the envelope to provide a check if one is ever necessary.

As fees are collected by the teacher, the money, along with the fee envelope, is turned in to the school business office. The teacher is issued a receipt.

For each pupil enrolled in our schools there are two office cards: one is the permanent enrollment card; the other contains information concerning the current school year. The two 5x7 cards—one yellow, one white—are filed back-to-back in a visible card file.

The card for the current school year provides space for emergency information and a place in which to enter the date and amount of the various fees collected. This information is entered on the card by the teacher. The cards are then filed by the building secretary. In a matter of seconds one can see exactly who is insured, how many children may ride the bus, or locate an emergency telephone number.

So far as the annual financial audit of board of education accounts is concerned, the totals of entries in four places must check: the fee envelopes returned by the child, the teacher's receipt book, the pupil's office card, and the business office receipt book.

'Headache Has Been Reduced'

Next year we are going to ask that certain up-to-date emergency information be entered on the fee envelope. Thus, when the envelope is returned, there will be complete information on each child for emergency purposes.

As far as we are concerned our present means of collection and record keeping has reduced the work of the teacher; made collections faster, easier, and more accurate; eliminated confusion and misunderstanding for parents, pupils, and staff; made it possible for clerical help and PTA mothers to assume most of the collection responsibility; and provided office records that are completely accurate, simple to keep, and easy to use.

In District No. 74, fee collection has not been eliminated; but the headache has been reduced at a cost of less than 3 cents per pupil.

Lessons in Illinois Public School Finance

Lesson IV: Related Problems

By WAYNE A. STONEKING
Research Assistant
Illinois Education Association

If these problems are to be solved, your attention, and that of all organizations interested in the schools, is necessary.

Illinois Education Association
Study Unit • Vol. 19, No. 5

THE PROBLEMS presented below are of major importance in the quest for a system of finance that will enable Illinois public school districts to advance toward the goal of a good education for *all* of their children. These problems are not the figment of the author's mind; they have often been before the School Problems Commission and other organizations interested in schools.

State Board of Education

Many feel that a state board of education for the public schools of Illinois would provide leadership for the solution of school problems. Each of the 48 states, except Illinois and Wisconsin, has such a board. Despite this precedent and favorable arguments of educators, a bill creating a state board with very limited duties and powers was defeated in the education committee of the House of Representatives in 1955.

The state-level counterpart of the local board of education is the legislature. During recent years a School Problems Commission has been created in each session to recommend to the next General Assembly needed changes in school law. These commissions have consisted of five representatives, five senators, five appointees of the governor, the director of finance, and the superintendent of public instruction. A research staff was employed by each commission. The superintendent of public instruction within the framework of the law supervises, sets standards, and recognizes schools for state aid and other purposes.

Critics of the present system of state control point to the following: 1) the schools are seriously hampered where the policy-making body meets only once each two years; 2) School Problems Commissions operate on a stop-and-go basis whereas education is continuous; 3) a nonpartisan, lay board should be less subject to political pressure than a commission composed mainly of legislators; 4) a continuous body could provide for continuous educational research and long-range planning; 5) an able, high-minded body of lay citizens would subject the findings and recommendations of its staff to the test of public sense.

District Organization

Especially when money is tight for schools, good sense dictates organization for most efficient and economical operation. The accompanying chart shows the great progress made since 1947 in consolidating Illinois school districts so as to provide more pupils per teacher, broader curriculum, more adequate tax base, etc. However, some areas of the state have done very little in the way of reorganization.

The main excuse given for failure to consolidate has been that there would not be enough bonding power as a unit district (Elementary and high-school districts are each allowed to bond to 5 percent of equalized assessed valuation and a unit district is allowed only 5 percent.). While this barrier should be removed from the constitution or assessments made at full value, the excuse is probably invalid in many instances. In the process of consolidation, districts of high valuation are often combined with districts of low valuation resulting in sufficient value for the total area.

Most of the community unit districts that have been formed through reorganization since 1947 are not large enough for efficient operation. The table on the next page classifies the 1955 fall enrollments of 634 high-school attendance centers lying in districts that claimed state aid. The majority of unit districts contain high-school centers with 200 or fewer pupils enrolled. Most authorities agree that at least eight teachers are necessary for a well-rounded high-school program. The pupil-teacher ratio is low in most of these small high schools and so is the number of courses offered.

Future reorganization should profit by what has happened in the past. Except for hardship cases, the minimum population and valuation requirements for the formation of a unit district (2000 and $6,000,000) should be at least doubled. On the average, there are about 42 high-school and 150 elementary pupils for each 1000 inhabitants.

Enrollment in 634 High-School Attendance Centers, Fall of 1955

Type of District	0-100	101-200	201-300	301-400	401-500	Above 500
Unit	45	163	60	17	14	54
H. S.	72	65	34	19	20	71
Total	117	228	94	36	34	125

Sentiment is increasing for the setting, or at least the approval, of school district boundaries by a state agency. Arguments in favor of such action include: 1) many districts recently formed under the community unit law are much too small and boundaries are too ragged; 2) boundary questions probably outnumber all other school questions in the courts; 3) it is difficult to plan school programs and provide needed money where boundaries are unstable; 4) local people often are not sufficiently aware of amount of assessed valuation, number of pupils, extent of transportation, and other items related to the formation of a district of adequate size; 5) local people sometimes inadvertently place selfish interest, jealousy, prejudice, and retention of existing positions above the educational welfare of their children; and 6) in view of the finance situation, it is not fair to all of the state's children to wait for local people to decide to consolidate.

Local vs State Control

The chief argument against the setting of boundaries by a state agency is that it would infringe upon local control and the right of the people to determine where their children shall go to school. Local control would probably suffer only in the original setting of the school boundaries. Undoubtedly state control of boundaries would infringe upon the right of some taxpayers to be attached to a bordering district where a more favorable tax rate exists, and to return if not pleased in the new district. It would also interfere with the right of some people to abandon their present school district in favor of one that has more educational offerings, thus ignoring the educational welfare of the children remaining in the former district.

State Aid Distribution

The major share of state aid is distributed from the common school fund. Items most often discussed in relation to the method of dividing this money have been: 1) elimination of general aid (flat grants); 2) raising the foundation level in special (equalization) aid, with and without raising qualifying tax rates; 3) giving state aid in direct proportion to amount of local educational tax rate; and 4) basing state equalization aid on full assessed valuation as determined by the revenue department.

The principle of dividing state money on a flat grant basis—for example, so much per child in average daily attendance irrespective of local ability to support education—is counter to the constitutional mandate when there is not enough money to provide a good education for all the children. However, the importance of this problem is often over-emphasized. More than 85 percent of Illinois public school children attend school in districts which qualify for equalization aid, and flat grants are nullified in computing such aid.

Proponents contend that there is a certain amount of equalization in flat grants in that the money is distributed equally among the wealthy and poor districts, whereas most of the state revenue comes from the wealthier areas. They also say that flat grants are not subject to manipulation through local assessment of property.

Raising the foundation level in state equalization aid without raising qualifying tax rates results in the state's bearing the entire cost of the increase. At present levels of attendance and assessed valuation, it would cost the state about $1,140,000 annually for each $1 increase in foundation level for the present equalization districts. A small amount would be added to the $1,140,000 on account of additional districts being brought into the equalization program. All except a few remaining non-equalization districts would gain in state aid; further, the amount of increase per attendance pupil would be the same for all present equalization districts.

Raising the foundation level and the qualifying rates would result in varying the amount of increase or decrease in state aid per attendance pupil. The increase in foundation level needed to compensate for a one-cent increase in qualifying rate for an equalization district may be found by moving the decimal point four places to the left in the equalized assessed valuation per ADA (average daily attendance) pupil. For example, the foundation level would need to be raised $2 for each one-cent increase in qualifying rate if a district having $20,000 value per ADA pupil were to break even; equalization districts with more than $20,000 value per ADA would lose in state aid while weaker districts would gain under such conditions. By this method state aid may be shifted from districts of high valuation per pupil to those of lower valuation. The high valuation districts would need to levy more property tax to make up the difference.

Argument Is Invalid

The argument presented for the allotment of state aid on the basis of educational tax rate is that state aid would then be in accordance with local effort. This argument is invalid for two important reasons. The first lies in the main fault of property value as a major tax base; there is little correlation between value of property owned and income. Assuming the same annual income, a homeowner in a residential area who derives income mainly from a trade, profession, or service can afford to pay property taxes at a higher rate than a farmer whose income depends on value of property owned.

The second objection to basing state aid on amount of tax rate lies in the inequities of present methods of assessment. According to revenue department data the relationship between equalized assessed valuation and full value for two Illinois cities for 1955 was 30 percent for one and 66 percent for the other. The 30 percent city had an educational tax rate of $1.09 as compared to 97 cents in the other city. According to the proposed plan the city with the $1.09 tax rate should get proportionately more state aid. However, when the level of assessment is considered in the comparison between the two cities, the 97-cent tax rate is equivalent to $2.13.

The use of full valuation for computing state distributive aid while leaving local support based on valuation found by present methods would cause curtailment of educational opportunities in many districts. The present foundation level of $200 is far below the average cost per ADA pupil, estimated to be $355. A district losing state aid under the proposed method of computation would find it difficult if not impossible to compensate for the loss through local taxes based on low valuation. Eventually, curtailment of educational opportunities for children might force better local assessments, but there are more acceptable ways to attain good assessments. If a state agency makes the necessary effort and expenditure to obtain full valuation by school districts, no logical reason would remain to prevent basing local finance on full value.

New York Story

Where discussion on the use of full value in computing state aid has been heard, the state of New York has often been mentioned; but important parts of the New York story are omitted. New York does base state equalization aid on full valuation, but the following is also true of New York's program: 1) the foundation level is usually $330 per ADA pupil for kindergarten through grade six and $412.50 per attendance pupil in grades seven through 12; 2) additional allotments are made for sparsity, transportation, special education, consolidation, and building; 3) the qualifying rate, in all cases, is 68 cents on each $100 of *full* assessed valuation (equivalent to more than double Illinois rates under present conditions); 4) all districts are guaranteed at least $125 per ADA pupil (Total Illinois state treasury expenditures amount to about $71 per pupil.); 5) bonding power is limited by *full* valuation; and 6) limits on local tax rates are based on *full* valuation.

Lack of space prohibits anything more than mere mention of problems in state aid due to sparsity: Educational offerings are limited because of high cost of transportation, special classes for handicapped pupils are nonexistent in many sparse areas; choice of teachers is limited, etc. There is no recognition of sparsity in Illinois common school fund distribution and needs in minor aids (transportation, special education, etc.), have largely been ignored in recent years. Including deficiency and emergency appropriations, state minor aids have risen from $16,525,909 to $29,900,000 between 1947 and 1955 while common school fund appropriations increased from $65,653,000 to $205,505,715.

Property Assessment

Present assessment practices have thrown awry the state's control of public school finances. While no research has attempted to establish the dollar extent to which state equalization funds are annually misapplied because of lack of uniformity of assessments, it is known to be in the tens of millions of dollars. The local assessor often has more influence than the state legislature in determining for a school district state aid, amounts obtainable locally through property taxes, and bonding power; the legislature should retain its control over school finance by amending assessment laws.

A school district often includes more than one township and sometimes territory in several counties. Therefore, taxpayers in a district will not pay for school services on a fair-share basis unless assessment of property is uniform. Statewide uniformity is necessary, not only because school district boundaries cut across township and county lines but also because state equalization aid is based on assessed valuation per attendance pupil. While property could be assessed uniformly at a fraction of actual value without affecting school operational funds (assuming that tax rate limits were properly adjusted without requiring numerous referendums), full value is needed for bonding purposes.

Need Qualified Persons

Uniformity of assessment dictates that at least the supervisor of assessments be appointed on the basis of related education, experience, and ability. Qualified persons can be available on a full-time basis at adequate salary. The county is the only statewide governmental unit large enough to warrant such employment and still provide for local assessment.

Some 15 counties now have full-time county supervisors of assessments appointed under permissive legislation by the county board of supervisors or county commissioners. These county supervisors are appointed on the basis of related education, experience, and examination; salary limits for such *full-time* personnel depend on the size of the county and range from $3600 to $6600 annually. A trip through almost any town via main street should convince the most skeptical person that an assessor capable of reasonable accuracy in assigning values to the many different kinds of property can earn more than $6600 annually in other work.

Deputy assessors should be responsible to county assessors or supervisors. A superintendent would have difficulty in administering a school system if he had no control over the teachers or other employees. If it is "politically" necessary to retain elected township assessors, then county assessors or supervisors should be given the power to assess in townships where assessment is not in accordance with approved practices. Likewise, the state department of revenue should be given the

power to enforce proper local assessment. Because of the volume of technical knowledge required, the department should assess the property of major industrial concerns and businesses; it now assesses railroad property and certain capital stock.

Due to the unusual invasion of privacy and amount of time involved for an assessor annually to list and value the numerous items of personal property, such assessment can only be done, for the most part, by the taxpayer. Perhaps a simplified tax schedule which contains the major items of personalty and lumps the rest, accompanied by directions as in income tax schedules, could be completed by the taxpayer and the assessment office. The constitution requires that value be assigned by the assessor. Uniformity could be attained for many items by assigning book "trade-in" values.

Not only the taxpayer but also a public body dependent on tax revenue should, in the case of erroneous assessment, have the clear right of appeal to a board of review or appeals and subsequent review by the courts.

Tax Reform

Uniformity in assessments will not solve all of the finance problems of the Illinois public schools. Illinois property owners are, in most cases, bearing more than their fair share of the burden of school support. Illinois needs major tax reform so that taxes for schools will be spread among the people more in accordance with ability to pay.

As indicated in Lesson III the three major forms of taxation generally used, are sales or use, income, and property. Illinois does not use the state income tax. Because of greatly increasing demands upon the state treasury, Illinois will soon be faced with the choice of enacting state income, privilege, or comparable taxes (earnings, business, etc.) or a considerable number of other less lucrative taxes.

The great progress made by New York state toward a good public school education for every child is due largely to its tax structure. About half of the New York state treasury income from tax collections is from taxes on individual income and corporation net income. This system enabled New York to dispose of the troublesome personal property tax and ease the burden on real estate by providing a substantial amount of support from the state treasury to every school district; the present average is about 36 percent of operating costs.

Public Understanding

Public understanding may be the key to the solution of all the above problems. Illinois is financially able to take care of its own children. Illinois people have indicated in many ways their belief in public education. In the White House conferences they desired improvement rather than curtailment. During the last 10 years the number of high-school-age young people enrolled in school has increased from 78 to 87 percent. College enrollments have increased tremendously even though present college youth were born in low-birth-rate years.

In the minutes of the 1922 annual meeting of the Illinois State Teachers Association (now the Illinois Education Association) is the following approved resolution: "That we as teachers must teach this subject of taxation in the schools—not only the theory of taxation and the machinery of taxation, but also, and more especially, how the system we have actually works." There is a point to what the teachers of 1922 had to say. Because we have failed to include in public school instruction practical information on taxes, school finance, district organization, etc., we are now in a period of crisis faced with the gigantic task of informing a poorly grounded public.

Since teachers, principals, supervisors, and superintendents are "in the business" of public education, they are in a better position to know its needs than any other segment of the population. Therefore, professional school people must assume positions of leadership in providing the public with information needed to make wise decisions in school matters and to facilitate carrying such decisions into effect.

Questions

1. Does Illinois need a state board of education for public schools? List arguments pro and con.

2. How can further consolidation of school districts be promoted and made more effective? How do district boundaries affect school finance?

3. Assuming that there is not enough state money to guarantee a good education for all pupils (The average cost per ADA pupil for 1956-57 is estimated to be $355.), should a district receive state funds regardless of its wealth, either in the form of flat grants or minor aids? Should state equalization aid be shifted from districts of higher to districts of lower valuation by increasing qualifying rates?

4. If a district has organized or initiated new programs with the expectancy of receiving state funds under an existing method of distribution, is it right to take funds away by changing the method?

5. Should the foundation level and qualifying rate in state equalization aid be the same for both elementary and high-school districts?

6. Should more state aid per pupil be received because of sparse population?

7. Is the amount of educational tax rate a proper measure of local effort in financing schools? Give reasons.

8. Should there be state or federal aid for buildings for districts that have exhausted their bonding power or should local bonding power be increased?

9. The state biennial appropriation for public schools was $82,178,909 in 1947 and $235,405,715 in 1955; has this increase in state aid meant any disturbing increase in the state control over public education?

10. How could property assessment machinery and practices be improved?

11. If state funds for education are to be greatly increased, how can the money be obtained?

12. How can public understanding of school finance be increased? What is the professional school employee's responsibility?

TEACHER EDUCATION

(Continued from page 177)

college building in the country" was completed and usable. The 33rd Regiment under Colonel Hovey became as famous as the 42nd Ohio Regiment under Col. James G. Garfield, and brought glory to Normal University. One of the first heroes was J. G. Howell, a member of the first graduating class and the second principal of the Model School, who was fatally wounded in battle on Feb. 15, 1862.

Bass Named Acting Principal

Colonel Hovey, later a general, continued his interest, directly and indirectly, in Normal University. Perkins Bass of Chicago, a board member, was named acting principal and did a remarkable job. Richard Edwards, a Bridgewater (Mass.) Normal graduate and first president of the Salem (Mass.) Normal and of the St. Louis (Mo.) Normal, was named as the second president of Illinois State Normal University.

While Mr. Hovey must be given a giant share of credit for the creation of the Normal University and for its healthy beginning, Mr. Edwards must be given credit for bringing the university national recognition as a leading institution for teacher education. He emphasized that the normal school was the school of the people and that it must serve the needs of the people. He often warned of the finality of education; that the personality of a teacher must never be replaced by method. He gloried in the profession of teaching and called the education of the children of the state, "the grandest of enterprises."

Graduates 'Gladly Teach'

Under Mr. Edwards (1862-1876) and his able successors – especially Edwin C. Hewett (1876-1890), John W. Cook (1890-1899), David Felmley (1900-1930), and Raymond W. Fairchild (1933-1955) – the university has continued to prosper and grow. Its graduates, in greater numbers every year, "gladly teach" the children of Illinois.

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CHALLENGE

(Continued from page 181)

was in the senior year. The number for each year was as follows: freshman – 51; sophomore – 41; junior – 52; and senior – 78.

As to the courses, most of them seemed to be designed to meet the needs of certain types of pupils: the slow-learning, the college-bound, or the gifted.

The greatest number of classes – 59 – were inaugurated as opportunity classes for slow learners. Other classes and the frequency with which they were reported are as follows: college preparatory, 41; for the gifted, 31; emphasizing language skills, 29; literature, 21; writing, 20; speech, 12; journalism, 7; oral communication, 5; acting and dramatics, 4; honors, 4; and business English, 3. There were also other courses listed by one or two schools.

The next question dealt with the reason why these courses were begun. It is significant that in many cases the English teachers saw the need and took the initiative. Here are the numbers of schools that gave each reason: There were 49 schools which reported organization of new classes as a result of in-service study by teachers; another 24 said they were begun to meet the needs of the students. Ten classes were started as the direct result of the University's discontinuance of Rhetoric 100; nine at the request of English teachers; six at students' requests; and six at the request of employers. Six classes were begun to help poor readers, four to provide an enriched curriculum, two for high-school graduates failing college English, and two as the result of a citizens committee report.

Although much has been done in re-shaping English programs, there is still much to be done. Therefore the last question was "Are you planning any changes in your English courses so that these pupils will be better prepared for college?" Eighty high schools, or 44 per cent of the total answering the questionnaire, replied "yes," and 71, or 39 percent, answered "no." Many different plans for changes were listed. The most common changes, and the number of schools listing them, were these: more themes and writing, 24; more grammar, nine; higher standards, eight; more emphasis on fundamentals, seven; more work on vocabulary, five; new college preparatory courses, four; and more work requiring critical thinking, three.

One school reported that it was planning to give a placement test at the beginning of ninth grade. High scorers would be exempt from freshman English and by beginning with sophomore English would be able to take a newly organized college preparatory course in their senior year.

Another school is establishing "hurdles" classes for six weeks in the sophomore year for pupils who cannot pass a standard English skills test. A pupil who fails the course has a second chance to pass it. If he fails again, he may go on; but the fact that he has not attained a fair minimum of English skills will be noted on his high-school record, which is available to college entrance officials and to prospective employers.

So the English teachers of Illinois are trying to meet the challenge. Though the results of their work are affected unfavorably by the fact that in many high schools students complete their required English courses a year before they enter college, the teachers have organized courses to meet the needs of pupils with varying abilities and interests.

For the college-bound students they are tightening requirements, giving more opportunity for writing not only the usual themes but also essays and research papers, and emphasizing fundamental skills so that the students can face Rhetoric 101 with the calm assurance that they are ready for college assignments.

It has been one year since the headlines pointed questioningly at the English teachers. Some of the facts presented here could well provide headlines for 1957.

A TEACHER'S PRAYER

God of our fathers and of us,
we thank Thee for the vision and the labor of those teachers who have given us our heritage in American education.

We thank Thee for those leaders who trod the mountain tops with distant sight and stirring courage.
We thank Thee, too, for those teachers who walked the plains of life, leading little children and inspiring youths onward and upward.
We thank Thee for their spirit, their devotion, and their tireless labor.

God of ourselves and of our children, to Thee a thousand years is as a day.
To us a century is but a beginning.
We are confronted by tasks Herculean: The community has become the nation; the nation, the world; and even now the world is reaching toward the universe. The little school has become millions.
Our giants seem but dwarfs and the paths they point are ways uncertain.

We ask Thy blessing upon our task.
We need Thy wisdom to sift from the much the abiding little.
We need Thy loving heart to enable us to see the single child in the multitude.

We beseech Thee
to broaden our learning;
to deepen our devotion,
to strengthen us to meet the challenge of being a teacher in this our time.

—Elsie H. Fletcher
English Teacher
Elgin High School and Community College

Did You Know . . .

Number of School Children Determined 'Assessments' For Pioneer Families

In the pioneer days Illinois parents were sometimes "assessed" for educational funds according to the number of children in their family who were enrolled in school. The "assessment," however, was much less complex than modern procedures. The teacher of these early "subscription schools" was usually also a preacher. He charged a small fee per pupil—which was frequently paid in produce such as corn, wheat, bacon, wool, etc.—and "boarded around," the time spent in each home being determined by the number of school children there.

The subscription schools remained until 1855, when legislation provided for compulsory school taxes. Legislation in 1825 had placed the payment of taxes on a voluntary basis, so "subscription" had prevailed.

One of the earliest types of tax-supported schools was the "circuit school." In one area, five schools were taught by one teacher, who rode on horseback from one to another, spending one day per week in each. Through the combined resources of the five school systems, they could afford to pay him a magnificent salary of $30 a month!

Although some of the early public school districts were sparsely settled, the families were usually large and the enrollment in a one-room school was sometimes known to exceed 100 students.

—RAYMOND L. FOSTER, Lecturer, Southern Illinois University.

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Illinois Activities Planned for AASA Convention

The Illinois Breakfast, held during the annual convention of the American Association of School Administrators in Atlantic City, will begin at 8 a.m., Tuesday, Feb. 19, in the Ritz-Carlton Hotel ballroom. The AASA convention will begin a day earlier than previously announced, and will run from Feb. 15 to 20.

Another event of interest to Illinois delegates will be the President's Reception, in honor of AASA Pres. Paul J. Misner, superintendent of Glencoe schools. A group of fellow Illinoisans, headed by Supt. James Fease of La Grange, are members of a committee which is planning the reception. The group of superintendents represent the Illinois Education Association, Illinois Association of School Administrators, and Superintendents Roundtable of Northern Illinois.

The reception will be held from 4 to 5:30 p.m. on Monday, Feb. 18, in the ballroom of the Atlantic City Auditorium. Toastmaster for the Illinois Breakfast will be Supt. Oscar M. Shute of Evanston, president of the Illinois Association of School Administrators. Mr. Misner will be the main speaker.

One of the highlights of the convention will be the first large-scale demonstration of teaching by television that has been given at a major educational meeting. A closed circuit TV system will be constructed in the auditorium, and monitor sets will be installed so that about 100 people in each of four rooms can see demonstrations of actual teaching by television. This will be done through kinescopes of teachers-before-the-camera made in different cities throughout the country.

Delegates will see not only these films but some live telecasts. On Tuesday afternoon the demonstration will be repeated and administrators will have an opportunity to ask questions. On Wednesday afternoon superintendents from school systems that have experimented with educational TV will hold a panel discussion and answer further questions.

Among nationally known figures who will address this 83rd convention of the AASA are the Hon. John F. Kennedy, US senator from Massachusetts; T. Keith Glennan, president of Case Institute of Technology; and Norman Cousins, editor of *The Saturday Review*. Each will speak at one of the general sessions of the convention. Senator Kennedy is scheduled for the sixth session on Tuesday evening; his topic will be the qualities of citizenship. Mr. Glennan will discuss goods, services, and technology, at the fifth general session.

Other major speakers and panel members include M. F. Ashley Montagu, Beardsley Ruml, Seymour E. Harris, Lester V. Chandler, Harold A. Bosley, John H. Fischer, C. C. Trillingham, and Charles Siepmann.

Entertainment features during the convention will include music by the US Navy Band, Paul Lavalle and his Band of America, and several high-school music groups.

Convention registration and exhibits will open at noon on Friday, Feb. 15.

TURKISH EDUCATORS visiting our country under the Turkish Experimental Secondary Schools Program were entertained at a luncheon held at Senn High School in Chicago. Under direction of the University of Illinois, 35 Turks have spent from eight to 10 months visiting and evaluating American secondary schools. The program is supported jointly by the Turkish Ministry of Education and the Ford Foundation. Assembled after the luncheon are, from left, Samuel Nowinson, principal, Senn High School; Turhan Oguakan; Edmund Daly, president, Chicago Principals Club; Cemal Alpman; Osman Horasanli; Albert Willis, executive secretary, High School Athletic Association; Thaddeus Lubera, associate supperintendent, Chicago public schools; Frank Balthis, IEA field assistant; Mennan Tebelen, Turkish consul general in Chicago; Tarik Asal; David Heffernan, director of school and community relations, Chicago public schools; and Ferit Saner.

SIU to Request State Funds For College of Education

At the next session of the state legislature, Southern Illinois University will request a $2,225,000 appropriation for the building of a three-story education center. At present College of Education facilities are housed in surplus army barracks and a former residence.

An advisory committee of school and civic leaders from southern Illinois has endorsed plans, which they have long advocated, for this expansion.

Enrollment at SIU reached 6300 this year. Although education has more students than any other SIU college, its facilities are among the poorest.

SIU Pres. D. W. Morris told the committee that if funds are made available, construction could begin late next year. Slated for erection on the north side of Grand Avenue, the building would be attached to the Industrial education wing of the University School.

Departments to be housed in the new building include elementary, secondary, and special education; administration and supervision; foundations; and guidance. The graduate program would be expanded and a doctorial program offered.

Plans call for 30 classrooms, a 300-seat auditorium, a cafeteria to accommodate 250 persons, 50 to 60 offices and conference rooms, and child guidance and reading clinics. Office facilities would be made available to such organizations as the Educational Council of 100, PTA, and Southern Division of the IEA.

Shriver Will Speak At School PR Meet Mar. 9

—*Photo by Bachrach*
Mr. Shriver

The president of the Chicago board of education, R. Sargent Shriver, Jr., will be the luncheon speaker at the ninth annual School Public Relations Conference, which is sponsored jointly by the Illinois Education Association and Illinois State Normal University. The conference will be held Mar. 9 on the campus at Normal; improving school public relations will be the general theme.

As in other years, the conference will open with a general session and section meetings in the morning and close with the luncheon talk. Newspaper, radio, and TV personnel will be invited to serve as consultants at the section meetings, as well as members of boards of education.

General topics to be discussed in the sections include: financing education, changing curricula, teacher qualifications and supply, and public relations techniques.

Since 1948 Mr. Shriver has been assistant general manager of The Merchandise Mart in Chicago. He formerly practiced law in New York City, saw military service with the US Navy (in which he is now on inactive duty as a lieutenant commander), served as an assistant editor of *Newsweek* magazine, and was associated with Joseph P. Kennedy Enterprises.

He is a board member of the Economic Club in Chicago, vice-president of the Chicago Council on Foreign Relations, and director of the Catholic Charities of Chicago.

A native of Maryland, Mr. Shriver received both bachelor of arts and bachelor of law degrees from Yale University.

Higher Education Group To Meet Mar. 3 to 6

The opening date for the 12th National Conference on Higher Education has been changed to Sunday evening, Mar. 3. The conference, to be held in Chicago, was previously scheduled for Mar. 4 to 6.

The general theme will be "Higher Education: A Bold New Look at the Not-Too-Distant Future." Four general sessions, a banquet, informational meetings, and 26 one-day discussion groups are planned.

Filmstrip Explains NEA

"You and the NEA" is a new filmstrip designed to answer questions of big-city teachers about membership, functions, budget, and services of the National Education Association. Produced in color and accompanied by tape-recorded narration and music, the strip runs 18 minutes.

Presidents of local associations may request prints on free loan for short periods from the NEA Membership Division.

NEA Releases Statistics on Salaries, School Needs

To catch up with the needs of the nation's 32,338,688 school children, we must build 328 classrooms a day and hire 493 new teachers daily for the next year. This is the outlook for public education during the present year as revealed by the first set of statistics compiled from October enrollment figures by the Research Division of the National Education Association.

Some of the interesting conclusions show: an increase of 1,197,000 in enrollments over last year; a shortage of 180,000 qualified teachers; an estimated 120,000 new classrooms needed; at least 840,000 pupils deprived of full-time schooling by half-day or other part-time arrangements; approximately 80,000 teachers employed who are not fully qualified for standard certificates.

The average salary of teachers is increasing slowly. It is now $4025 for elementary and $4560 for high-school teachers. The average for classroom teachers is $4220. In spite of the over-all increase, almost 71,000 teachers are being paid less than $2500.

The problem of personnel turnover again shows up as a major factor in the teacher shortage. About half of the 80,000 emergency teachers will need to be replaced and approximately 48,000 new teachers are essential if we are to reduce over-sized classes.

On the financial side, the research division's report shows an increase of $731,300,000 in current expenditures over last year and an increase of 4.7 percent in the average salaries of instructional staff members. The average school now spends approximately $295 per year (an increase of $15 over last year) on each pupil in daily attendance as compared with $88.09 in 1940.

Some of the statistics estimated for Illinois show: 1) an increase of 3200 over 1955-56 in instructional staff members in public elementary and secondary schools; 2) the employment of 550 temporary teachers (most of whom lack full qualification); 3) 3200 teachers "needed to reduce teacher loads and to provide adequately for increasing enrollments"; 4) an average salary of $4725 for classroom teachers and $4875 for all instructional staff members (seventh highest figures in the nation); 5) revenue receipts totaling $633,500,000 (an increase of $35,700,000 over last year; third highest in the nation); 6) public school enrollment of 1,570,000 (70,000 more than last year); 7) 1.5 percent of pupils not in full-time attendance; and 8) the greatest shortage of teachers in urban elementary positions, while the smallest need is for regular (as opposed to special) secondary teachers in urban schools.

NISC Art Exhibit Series Will Extend Through May

The department of fine arts at Northern Illinois State College is sponsoring a series of 10 art exhibitions during the 1956-57 college year. The remaining exhibit of the first semester, the Cleveland Artists' Watercolors, is scheduled for Jan. 7.

Five shows scheduled for exhibition in the second semester are: New Talent in the USA, 1956—Feb. 5 to Mar. 21; Robert Marks, one-man oil show—Mar. 25 to April 12; Cranbrook Academy Student Show—April 12 to May 6; and the NISC Student Show—May 7 to 28.

The art gallery is open to the public Mondays through Fridays from 1 to 5 p.m. and on Tuesdays and Thursdays from 7 to 9 p.m. There is no admission charge.

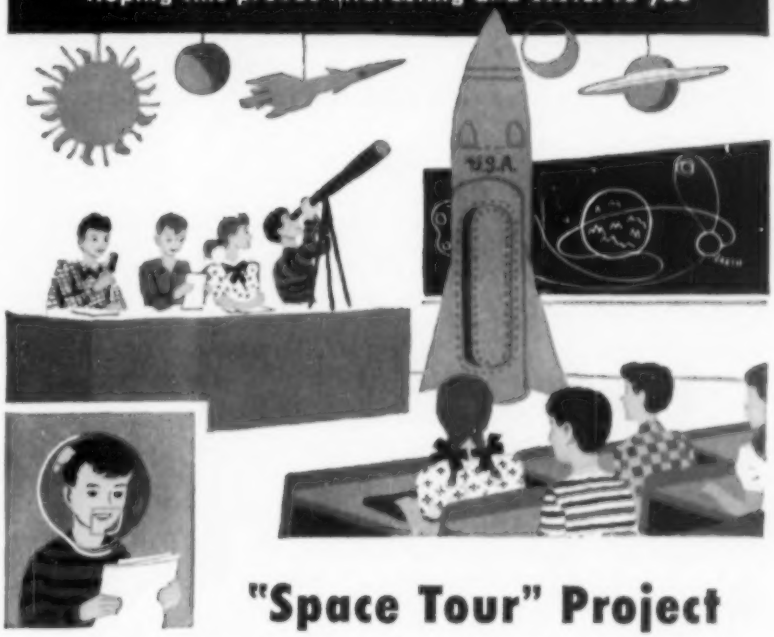
Roosevelt U. Names Dean

Dr. Rolf A. Weil of Evanston has been named dean of the College of Commerce at Roosevelt University. He will take over his duties from Dr. Lowell F. Huelster on Feb. 1. Dr. Huelster will continue to serve as controller, treasurer, and vice-president of the university.

Dr. Weil has been a member of Roosevelt's faculty for 10 years and has been chairman of the department of finance since 1954.

NEW HORIZONS IN TEACHING

Hoping this proves interesting and useful to you



"Space Tour" Project

With outer space, the Moon and Mars such exciting subjects for today's young people, your class may be thrilled with the prospect of conducting this Rocket Ship Expedition through space

This Space Tour was a 5th and 6th grades project. Class took about 4 months studying up on various phases necessary for such an interplanetary trip. Actual props took only about a week.

The universe was suspended from classroom ceiling. Murals, planet models, rocket ship, big telescope, relief map of Mars were developed by groups specializing within the class.

As Space Tour is within realm of possibility during lifetime of present day school children, whole school took an interest and came, upon invitation, at specified times to classroom "when rocket ship blasted off from space station." Each blast off was accompanied by great roar and "true to life" sound effects (tape recording). One member of class with flashlight came intermittently close to rocket—to show ever present danger of comet collision.

Announcer in a space helmet, sat in ship (door open) and broadcast to earth listeners as rocket traveled its planetary paths. Every few million miles were stops at planet stations and inhabitants (class) were interviewed.

"The Moon hasn't any gravity" the report comes in, "so it's difficult to land and stand." Craters of Moon are described and the temperature given as "200 degrees below Zero." "A day here at Mars is 24 hours, 37 minutes." "Facts about Saturn are mystifying as some people are of the false belief men ride around in rings on bicycles."

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Teacher Named Consultant For Partially Seeing

Helen Gibbons of Rockford has been appointed consultant in education to the National Society for the Prevention of Blindness, in New York.

She will be available as a consultant to divisions of special education where there is interest in improving facilities for the education of partially seeing children. She will also work with teachers colleges interested in providing an understanding of current trends in this area.

Miss Gibbons has been a teacher of partially seeing children in Rockford.

ICC Studies Number of Children Not in School

How many children of school age in Illinois were not receiving an education in 1956? Available figures are not completely accurate—only rough estimates—but they point to the seriousness of the situation.

The Illinois Commission on Children has recently completed a study which indicates that in 26 percent of the school districts in Illinois there are almost 3000 such deprived children, and suggests that the total number is much greater. The remaining districts either didn't report or reported no such condition.

"Children out of school are warning signals, presaging much greater social, economic, and community problems in the years ahead," states the foreword to the ICC report on its study.

Data compiled from voluntary reports of the school districts present the major reasons for non-attendance according to age and to areas, and the percentage breakdown of enrollment in the areas reporting. Of the 2133 school districts in Illinois at the time the study was made, 559 reported information on 2449 children known to be out of school.

Behavioral reasons were given for 26 percent of the cases of non-attendance. In many areas about one third of the cases were for "social or family reasons."

The report tells the origin, objectives, and mechanics of the study in addition to the statistics compiled.

A second part of the study has been proposed—a follow-up, to include meetings with school officials and agencies, individual case studies, correlation of findings with specific existing conditions, etc.

Single copies of the 20-page booklet, "Study of School Age Children Not Receiving An Education," are available free of charge from the Illinois Commission on Children, 522 East Monroe Street, Springfield.

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HS Students Can Attend Free Concerts in Washington

Free symphony orchestra concerts are scheduled for high-school students who will visit their nation's capital between April 17 and May 21 this year.

A one-hour program, "Music for Young America," will be presented every evening during this period at 7:45 p.m. in the Pan American Union. Music will be provided by The National Symphony Orchestra under the direction of Howard Mitchell.

Free tickets should be ordered from Ralph Black, Manager, National Symphony Orchestra, 1779 Massachusetts Avenue NW, Washington 6, D.C. Include the following information with your request: date and hour of arrival and departure; how many tickets needed; where students are staying; means of transportation; name of faculty sponsor; three choices for time to attend concert; and name, address, and school of person making request.

Film Tells River Story, Is Available to Schools

"Broad Land, Narrow Water," a new, full-color motion picture made by Illinois Bell Telephone Co., is available to school, church, civic, and social groups. To borrow the film, call your local telephone business office.

The film shows colorful local scenes along Illinois' waterways such as at Joliet, Lockport, Peoria, Ottawa, LaSalle, Beardstown, Alton, and Morris. It tells about the importance of the rivers in the development of the state—a story of Illinois rivers, the men who ride them, and the towns that border them.

PTA Membership Climbs, But NCPT Encourages More High-School Units

Although membership in the National Congress of Parents and Teachers reached 10,130,352 by the end of the 1955-56 school year, only 11 percent of the local affiliated units represent junior and senior high schools.

An additional 17 percent of PTA units affiliated with the NCPT represent combined secondary and elementary schools, while 67 percent of the total number represents elementary schools.

Calling attention to the fact that teenagers need encouragement, guidance, and understanding as they explore new interests, the National Congress, during its Membership Month in October, put special stress on the need for high-school PTAs.

Mrs. Jack Greig, chairman of the organization's committee on membership, reports that in 1946 membership had not yet reached 4,000,000. "This amazing growth," she said, "has not come about as an automatic result of greater school enrollment alone. It has stemmed partly from an increase in public interest in education, which the parent-teacher organization has always advocated, and partly from the enlarged scope of activities through which PTAs serve the family and the community."

Again in support of the high-school PTA, Mrs. Greig pointed out that parents can increase understanding of adolescent growth and behavior and further their knowledge of vocational guidance programs, etc., which are often promoted by PTA groups.

ASCD to Consider the Future

Speakers will discuss "Education and the Future: Appraisal and Planning" during the 12th annual conference of the Association for Supervision and Curriculum Development, scheduled for Mar. 17 to 21 in St. Louis.

Gerald Wendt, formerly head of the division of teaching and dissemination of UNESCO's department of natural science in Paris, will analyze current social and technological trends. A panel of four college professors will present views on "The Shape of Education to Come." Panel moderator will be Alice Miel, professor of education at Teachers College, Columbia University.

Conference headquarters during the meeting will be in the Sheraton-Jefferson and Statler hotels.

ISNU Plans College Day

Hundreds of high-school seniors throughout Illinois who are interested in teacher education will be invited to attend the annual College Day at Illinois State Normal University on April 29. A full day of activities is planned to give the campus visitors a first-hand glimpse of college life.

Dr. A. W. Watterson, head of the ISNU geography department, has been named general chairman of arrangements.

Procter and Gamble Offers $650,000 in Scholarships

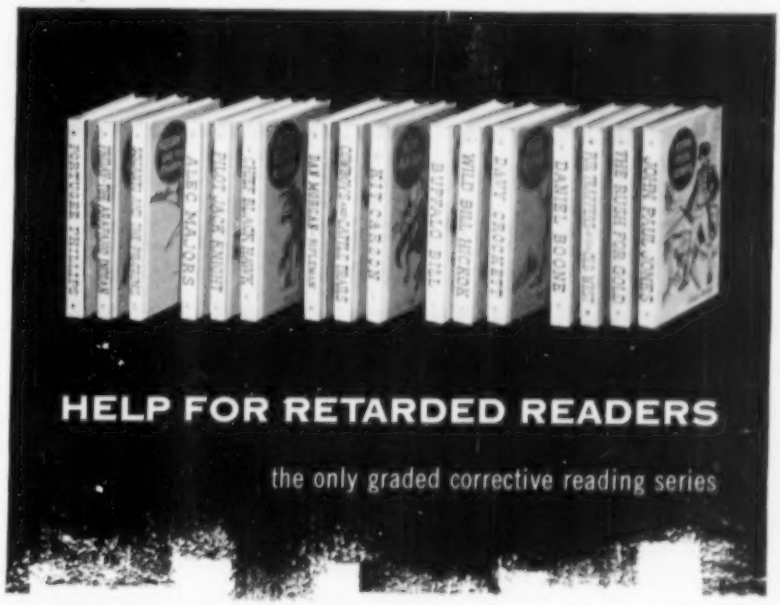
Procter and Gamble, believed to be the first corporation to include special scholarships at women's colleges in a general aid-to-education program, has announced that 47 colleges and universities will be offering scholarships next year as part of the company's $650,000 annual educational assistance program.

The total of women's colleges participating is 15. In addition, women students are eligible for Procter and Gamble scholarships awarded at coeducational institutions.

The scholarships, set up at independent institutions throughout the country, provide for four years' tuition, an allowance for books, fees, and supplies; and an unrestricted grant of $600 to the school.

A comment by Procter and Gamble's president, Neil H. McElroy, was "Our private colleges and universities need the help of commerce and industry. They make a contribution to our business world and our society in general which deserves such help."

Next year Procter and Gamble will sponsor technical aid activities, which will include 41 graduate fellowships and a number of specialized research projects in such fields as dermatology and dental research.



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—*Photo by SUI Photo Service*

SEWING CLASSES are so large at Southern Illinois University that some students are "hemmed in" in a busy corridor. Although facilities are overloaded, home economics enrollment continues to increase. A new building has been proposed for the department, which is now confined to the basement of Old Main.

SIU Student Receives Award

Lou Ann Buettner, Southern Illinois University sophomore from Columbia, has been named recipient of an Illinois District 1-C Lions Club Award for Teachers of the Mentally Retarded. The $500 award is the first of its kind to be presented by the district organization, which is made up of some 75 Lions clubs in southern Illinois. Miss Buettner is a special education major.

Health Science Program At SIU Is Unusual; New Coordinator Named

Dr. Willard Gersbacher, former chairman of the Southern Illinois University zoology department, has been appointed coordinator of the university's health science curriculum, one of the few programs of its kind in the country.

The four-year undergraduate program is geared to a rising demand for professional workers in public health laboratories and sanitary science. Students may concentrate in either of the two fields, their course of study being arranged to cut across all departmental and college lines.

During the first and second years of study, students will be occupied with general university requirements and fundamental science courses. In the third and fourth years they will be required to take specialized science and health courses.

A feature of the course is a semester of field training in state public health laboratories, hospitals, and city and state health departments whose functions correspond to the student's study area.

The infant program was inaugurated at the urging of public health officials in Illinois and neighboring states. T. W. Abbott, dean of SIU's College of Liberal Arts and Sciences, says, "The demand for qualified graduates is continually increasing and placements are virtually automatic."

200 Graduate Scholarships Established at U. of I.

The University of Illinois board of trustees has increased the number of graduate fellowships to be awarded for the 1957-58 school year, and has also provided for the establishment of 200 new graduate scholarships. These actions were recommended by University officials so that outstanding young scholars may be encouraged to prepare for careers in teaching and research.

Fellowships will carry stipends of $1200 for the academic year which begins next September. Students who hold fellowships will also be exempt from tuition in the Graduate College. The new graduate scholarships provide exemption from tuition, but do not include cash stipends.

All fellowships and scholarships are to be awarded on the basis of scholastic records of the applicants. Applications must be completed by Feb. 15. Inquiries and applications should be directed to the Dean of the Graduate College, 109 Administration Building East, University of Illinois, Urbana.

Geography Teachers Hear Map Expert at Annual Meeting

Speaking before the National Council of Geography Teachers, Dr. Carl H. Mapes called upon the teachers to dedicate the school year of 1957-58 to the improvement of globe usage in all classrooms. He pointed out that the year has been set aside as "International Geophysical Year" for a unified scientific attack on some of the unsolved problems of earth science.

Dr. Mapes, chief map editor of Rand McNally and Co., said, "A campaign for improving the use of the globe is one important way in which geography teachers can, and should, participate in this program."

The council held its annual meeting Nov. 23 and 24 in Atlantic City, N.J.

Dr. Mapes' 1957-58 program for improving the use of globes includes such points as: organizing in-service and summer school workshops on the uses of globes; insisting that classroom globes be equipped as scientific tools for laboratory demonstrations; showing everyone that the globe is more than just a round map of the world for understanding our age—that it is also a working model of the earth for the demonstration of everyday geophysical phenomena.

Buford Named to Committee

John Lester Buford, superintendent of schools from Mount Vernon, is among five educators who will represent the National Education Association on an interim joint committee of the NEA and the National School Boards Association.

Appointments to the committee were made by NSBA Pres. Taylor Hicks and Martha Shull, president of the NEA.

A resolution to make this a permanent committee is expected to be presented to the NEA delegate assembly during their centennial convention in July.

Help for teachers

Handbook on Corrective Reading

Revised and enlarged (1956) by Dr. Emmett A. Betts, Director, The Betts Reading Clinic, Haverford, Pa.

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Institutes Established for HS Math Teachers

Two new institutes for secondary school teachers of mathematics, sponsored by the National Science Foundation, have been established at the University of Chicago and at the University of Illinois. The purpose of each institute is to provide supplementary training to teachers, with major attention centered on mathematics and additional consideration given to problems of teaching it in the secondary school.

Secondary school teachers who are awarded membership in either of the institutes will receive stipends of tuition plus $3000 for the academic year with additional allowances for dependents, travel, and books. Graduate credit will be granted.

The University of Chicago indicates that topics in modern algebra, geometry, theory of elementary functions, and statistics will be considered in such a way as to have immediate connection with secondary school teaching. Further emphasis on teaching problems will be provided through observation of college classes in elementary mathematics and through a seminar devoted to learning problems in this field.

The purposes of the University of Illinois program are to improve the teachers' backgrounds in the subjects they now teach; to acquaint teachers with modern developments in appropriate branches of mathematics; to inform them of new curriculum developments in secondary mathematics; and to encourage improvement in teaching by presenting as much of the material as possible in a manner appropriate to secondary schools and by the use of observations in the University laboratory school.

The subject matter to be covered includes logic, theory of sets, geometry, modern algebra, elementary theory of functions, statistics, and a number of optional topics. In addition, two courses designed to help teachers organize and present materials to secondary school students will be offered in collaboration with the project conducted by the University of Illinois committee on school mathematics.

Further information is available from: Prof. E. P. Northrop, Eckhart Hall, University of Chicago, Chicago 37; or Prof. Joseph Landin, 301 Altgeld Hall, University of Illinois, Urbana.

Aviation Education Meeting To Be Held in Washington

A National Conference on Aviation Education will be held at the Hotel Mayflower in Washington, D.C., Mar. 7 to 9. Educators who will attend the conference expect to consider such problems as meeting the shortage of engineers, scientists, and mathematicians; curriculum enrichment materials for elementary and secondary schools; and other specialized topics.

Educators and others interested in attending the conference should contact the executive director of the sponsoring group —Dr. Evan Evans, National Aviation Education Council, 1025 Connecticut Avenue NW, Washington 6, D.C.

Zeigel Honored for Service

Dr. William H. Zeigel, director of teacher placement at Eastern Illinois State College, was presented with a gold wristwatch at the fall meeting of the Eastern Division of the Illinois Education Association for his 10 years of service as secretary to the division. Replacing Dr. Zeigel in the position is Dr. Elizabeth Lawson, dean of women at Eastern.

Math Conference Planned For April 6 at ISNU

Illinois State Normal University will be host to the 10th annual Conference on Elementary and Secondary Mathematics, to be held from 9 a.m. to 3 p.m. on April 6.

Speakers will be Dr. Bruce E. Meserve, professor of mathematics at State Teachers College in Upper Montclair, N.J., and Dr. Henry Van Engen, head of the mathematics department at Iowa State Teachers College in Cedar Falls. Both will speak on "The Changing Mathematics Curriculum," the general theme of the conference.

Group discussions also will be held.

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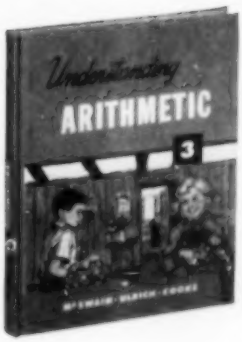

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Margaret Stevenson Named CT Executive Secretary

Margaret Stevenson, a member of the headquarters professional staff of the National Education Association since 1947, has been appointed executive secretary of the NEA Department of Classroom Teachers. She succeeds Hilda Maehling, now NEA assistant executive secretary for professional development and welfare. Until Miss Stevenson joined the Department of Classroom Teachers in 1951, she was a member of the NEA board of directors.

Liberal Arts, Engineering Combined in IIT Program

In a plan designed to help meet the growing need for engineers and at the same time provide students with a broad educational background, 29 colleges and universities are cooperating with the Illinois Institute of Technology in offering a five-year "combined education" program in liberal arts and engineering. A scholarship has been offered to help encourage interested students.

Under the plan, a student spends three years on the campus of a participating college for a liberal arts education, then transfers to IIT for two years of engineering study. Upon completion of the five years, he receives a bachelor of arts or science degree from the first institution and an engineering degree in one of eight fields at Illinois Tech.

Illinois schools participating in the program are: Aurora College, Carthage College, DePaul University, Illinois College, Illinois Wesleyan University, Lake Forest College, Monmouth College, North Central College, Principia College, and Roosevelt University.

A scholarship will be awarded to selected students who transfer to IIT under the combined study plan. The scholarship was established by the International Nickel Co., and preference will be given to students in mining, geology, and metallurgy. In additino to covering tuition for one year, the award provides $300 for books and living expenses. It will become available the fall semester of 1957-58 and is renewable for the second year.

Application for the award should be made before Feb. 18, and the scholarship examinations will be given Mar. 2. Further information is available from the Director of Admissions, Illinois Institute of Technology, Chicago 16.

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The number of teachers for the schools of Illinois will continue in short supply during the school year 1957-58. The extent of the shortage and the areas of greatest need cannot be told with certainty by anyone at this time. One thing that is certain, vacancies will be reported earlier than in previous years by may employers.

Members of the Illinois Education Association who have previously enrolled with the placement service should bring their records up-to-date; those who have *not* yet enrolled are urged to do so now.

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Seniors Asked to Enter Peace Essay Contest

High-school seniors are invited to enter the seventh national Lawrence S. Mayers Peace Essay Contest. Top prize in the contest, sponsored by the Institute for International Order, is a $1000 savings bond.

Students will have a choice of writing an essay on one of two topics. The first topic directs students, "In the light of your reading of American history, write an essay stating your concept of those moral principles which should guide our government in international relations."

The second category is to "Write an essay evaluating the contributions the United States has made to peace since World War I, and what further contributions it can make towards universal lasting peace."

Lawrence S. Mayers, New York business executive who donated the prizes, said the peace contest was directed at high-school seniors because they were on the threshold of their careers and their plans for the future could be realized only if permanent peace was maintained.

Information may be obtained by writing to Lawrence S. Mayers Fund, G.P.O. Box 77, New York 1. Closing date of the contest is Mar. 31.

WISC Makes Promotional Film

A new color film, "Western Looks to the Future," has been prepared by the audio-visual education department at Western Illinois State College. Wayne Howell of the department did all of the photography work for the promotional film, which is designed to be shown both to high-school groups and civic clubs.

NEA, CBS Plan Project To Encourage Classroom TV

Classroom discussion guides for the documentary television program, "See It Now," are being made available through a joint project of the National Education Association and the Columbia Broadcasting System.

Dr. William G. Carr, NEA executive secretary, encourages teachers to make use of the service "in their everyday task of interpreting to students the issues and facts of today's world."

The monthly program, produced by Edward R. Murrow and Fred W. Friendly, is known as one of the most distinguished documentary programs on television. Last summer at the NEA Portland convention it received the School Bell award from seven national organizations for "distinguished service in the interpretation of education."

The first program for which the guides were available was broadcast on Dec. 2. It was "The Secret Life of Danny Kaye," for which the famous entertainer was followed 50,000 miles while visiting countries being served by the United Nations Children's Fund.

Single copies of the guides may be obtained free by school administrators, department heads, or teachers from the NEA, Box 1857, Washington, D.C.

Teachers Urged to Observe Brotherhood Week

Brotherhood Week is Feb. 17 to 24. Teachers and students are urged to participate in this observance, which has been sponsored for nearly 25 years by the National Conference of Christians and Jews. NCCJ enlists the aid of individuals of all denominations who "work together to build better relationships among men of all religions, races, and nationalities."

To help develop human relations programs in schools and colleges, materials have been produced for the various educational levels. For further information about the program or materials, write to one of the National Conference offices in Illinois: 203 North Wabash Avenue, Chicago 1; or 210 Broadview Hotel, East St. Louis.

ISNU to Celebrate Founders' Day Feb. 18

Two major events are on the program for Founders' Day at Illinois State Normal University on Feb. 18, which marks the date when Gov. William Bissell signed legislation establishing the university 100 years ago.

University classes will be dismissed part of the morning when a special program is being planned by students to dedicate the new Student Union. This building, to be financed by gifts and student fees, is one of the university's major centennial projects.

Gov. William G. Stratton plans to take part in the Founders' Day dinner program scheduled for the evening.

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Fellowships Available For U. of Denver Seminar On World Affairs Programs

All-expense fellowships are available for a nine-weeks seminar-workshop on planning, writing, and producing world affairs programs on radio and television. The session will be held June 24 to Aug. 23 at the University of Denver. It will be conducted by the Social Science Foundation and the School of Communication Arts there.

The purpose of the seminar-workshop is to examine methods of translating the best scholarly research about international relations into radio and television programs which will be informative, interesting, and understandable to a mass audience.

Eligible for the fellowships are college instructors in the social sciences, adult educators, employees of the mass media, or others who have a good background in international relations.

Completed applications and supporting papers must be postmarked no later than Mar. 1 and sent to The Director, Social Science Foundation, University of Denver, Denver 10, Colo. Application blanks are available from the same source.

After-Hours Classes Offered Teachers by NCE

Thirteen courses designed for the elementary school teacher on-the-job will be offered late afternoons, evenings, and Saturdays during the second semester at the National College of Education in Evanston.

Registration for Saturday classes will be on Feb. 2 and for other courses will open Feb. 4 and run through the week. The classes range from comparative arts to children's literature. All are designed to give professional help with teaching problems and advance the teacher's standing.

Extension classes will be offered in Brookfield, Crystal Lake, Downers Grove, Glenview, Harvey, Villa Park, and Zion.

Complete details are available from the dean of the college, Robert F. Topp, or the registrar, Lynford Marquart.

WISC Schedules Guest Day

The Guest Day for high-school seniors sponsored annually by Western Illinois State College has been set for Mar. 20. The program this year will feature students representing various phases of the academic program and other activities.

Audio and Visual

By DONALD A. INGLI

Director, Audio-Visual Aids, Southern Illinois University

Films

World War 2, Prologue USA (Junior and senior high, college, adult. 28 minutes, black and white, rent or purchase. Encyclopaedia Britannica Films)—Valuable for social studies and history classes, this is an intensely interesting and authentic resume of the events which led up to the entrance of the United States into World War 2. The film begins with Japan's surprise attack on Pearl Harbor and goes back to review the tensions and developments which led to the second world war. Graphically portrayed through many documentary sequences, we see how the map of Europe was changed by World War 1, the impact of the depression in the 1920s, Mussolini's march on Rome in 1923, Hitler's mastery of Germany in 1933, and the upsurge of Japanese militarism. We follow the aggressions of the Axis nations, the growing unrest and dilemma of the American people during this period, and finally our country's entrance into the war. An excellent production which can serve as the finest of background material for the study of this critical period in world history.

True Life Adventure Films (Primary through adult. 30 minutes, color, rent or lease. Walt Disney Productions, 477 Madison Avenue, New York 22)—These masterpieces of film production are all authentic stories of nature which have been photographed by top-flight naturalist-photographers. Background musical scores add to the effectiveness of the subjects. *Beaver*

Valley is the story of the beaver, "great provider and family man"; the otter; the coyote; and other inhabitants of the forest. *Seal Island* describes seal life as "played against the rugged background of the Pribilof Islands." *Nature's Half Acre* de-

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picts the continuity of life in buds, plants, and insects through the four seasons. *Olympic Elk* is the spectacular story of the "majestic and magnificent elk" of the Washington wilderness. At practically all age or grade levels these films would add materially to classes in the sciences, wild life, and conservation.

Let's Measure: Ounces, Pounds, and Tons (Primary. 11 minutes, black and white, rent or purchase. Coronet Films)—Two small boys become interested in the problem of which weighs more, a pound of cotton or a pound of iron. The father of one of the boys helps them weigh out a pound of cotton from an old pillow and then a pound of iron bolts. They realize that a pound of each weighs the same even though one makes a much larger pile. Looking more closely at the scale, they discover each pound is divided into 16 parts called ounces. They then find that 16 bolts, each weighing one ounce, would total one pound. By examining other everyday objects they find that the weight of contents is usually indicated in pounds and ounces. The boys also learn about the ton. Intended for use in an arithmetic class, the film very adequately explains the three units of measure and the relation between them and their everyday applications.

Voting Procedures (Junior and senior high, college. 14 minutes, black and white, rent or purchase. Released by Indiana University.)—The film presents a step-by-step analysis of the procedures a citizen follows in qualifying to vote. Voter registration is emphasized as well as the marking of ballots and operation of the voting machine. Techniques on voting a straight, split, or scratched ticket and a referendum are demonstrated. Other practices followed by a voter are shown: signature of the voter, declaration of party affiliation, securing a new ballot after mutilating one, and folding and depositing it in the ballot box. The film then shifts to a general election where machines are used.

Free Films

Some free films on driver education are **The Why of Automobile Lubrication, Gasoline's Amazing Molecules,** and **Lubricating Oil's Amazing Molecules.** They are produced by Standard Oil and distributed by Modern Talking Picture Service, Inc., 216 East Superior Street, Chicago 11.

Filmstrips

English Grammar Filmstrip Titles, a group of 19 titles, are intended for use in senior high school and with college freshmen. They are produced by the Visual Instruction Bureau, University of Texas, Austin 12, Tex. Purchase price for the series is $60. *How to Write a Theme* (in three parts), *Making Better Outlines, Parts of Speech, Phrases and Clauses, Agreement of Subject and Verb, Tenses and Principal Parts of Verbs, Resources of the Verb, Diagrams, Verbals, End Punctuation, Uses of the Comma, Restrictive and Non-Restrictive Elements, Sentence Fragment, Comma Splice, Run-On Sentence, Primer and Over-Long Sentences, Parallel Structure, Periodic Sentences, Transitions, Position of Modifiers,* and *Pronoun Problems.*

History . . .

for grades 3-6

MAN'S WAYS AND TIMES

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Old Ways and New Ways
New Ways in the New World
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Geography . . .

for grades 4-7

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IT'S news to us

These are announcements by the manufacturers of new products which we believe will be of interest to educators. This listing should not be construed as a recommendation by the editor. If unable to find these products in your locality, write to ILLINOIS EDUCATION *and your request will be forwarded to the manufacturer.*

Tweedy Transparencies in the fields of general biology, human anatomy, athletics, and general science are available for use with Overhead (Vu-Graph) Projectors. They are marketed in three sizes: 5 in. x 5 in., 7 in. x 7 in., and 10 in. x 10 in. They match the size requirements of Vu-Graph 55, the Junior or Standard Vu-Graph, and the Master Vu-Graph. The transparencies are $1.85 each, delivered already mounted. Package prices include a steel case.

Permanent Type Bulletin Board features easy-to-use snap holders for bulletins and notes, thus eliminating the need for pins or thumbtacks. The boards have key locks so that they are only accessible to the designated persons. The individual boards are 23 in. x 35 in. They are constructed of stainless steel and Masonite.

Silver King Screen is constructed of especially planned material on which stereo color or conventional color slides and color motion picture film can be projected with a high degree of sharpness. The screen is available in sizes 40 in. x 40 in. and also 50 in. x 50 in. A molded stationary handle allows the folded screen to tilt slightly upward when in carrying position, thus making for carrying ease.

Atomic Education Equipment Kits are designed for use in high-school or college physics, chemistry, biology, or general science classes. They contain the basic measuring instruments plus all of the accessories needed to perform a wide variety of atomic energy demonstrations and experiments. Kits include not only their individual instruction books, but also the AEC Experiment Manual. They are outlined in a new catalog of Atomic Education Equipment, No. 102, published by the Nucleonic Corporation of America.

New Wall Map of Illinois is 44 in. x 64 in. and available in four mountings, ranging in price from $12 to $15.50. It features political boundaries (Counties are colored separately.), railroads and main highways, state parks and historical sites, inset map of Chicago, alphabetical index of towns and cities indicating their county and location on the map, etc. Desk-size, color reprints (13 in. x 18 in.) are available for 50 cents.

Masterguides are prepared lesson masters for high-school subject areas— social studies, science, guidance and college entrance, English, and mathematics. Approximately 400 sheets of diagrams, charts, tests, and experiments are available. The masters are guaranteed to produce 300 copies on any spirit duplicator. In most cases stencils for mimeographs are available also. All Mastergides are sent on approval.

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CURRENT Publications

(Publishers' addresses in last column.)

For Teachers

Instructional Materials for Elementary Schools. Department of Elementary School Principals, NEA; 1956. Paper. Illustrated. 310 pages. Price, $3.50.

Selection, use, and management of instructional materials in elementary schools is the focus of 52 articles written by principals, teachers, consultants, and publishers in this 35th yearbook of the department. The attractive and interesting booklet has been compiled by their yearbook committee in attempt "to stimulate ideas about the problems of instructional materials," not to recommend policies. Some of the subjects discussed are selection of textbooks and other materials, adapting materials to the program for the most desirable results, sources of materials, etc.

The Children We Teach. Nina Ridenour. Mental Health Materials Center, Inc., 1790 Broadway, New York 19; 1956. Paper. Illustrated. 56 pages. Price, 40 cents; quantity rates.

Dramatizing the teacher's position in relation to children's personality problems, this "cute" booklet has chapters on shyness, show-offs, bad language, unpopularity, trouble at home, etc. The story, which is also very appropriate for parents, originally appeared as a series in *The Grade Teacher*.

Look Forward to Your Retirement. Chamber of Commerce of the United States, 1615 H Street NW, Washington 6, D.C.; 1956. Paper. Illustrated. 24 pages. Price, single copies free; 5 cents each in quantities.

Suggestions for being useful rather than bored after retirement comprises just one part of this thought-provoking little booklet. It covers other topics to be considered in planning—for good health, financial security, and pleasant living conditions. The Chamber's purpose in preparing the booklet was to encourage people to develop their spirit of self-reliance.

Administration

Vocational Education and Practical Arts in the Community School. Harold M. Byram and Ralph C. Wenrich. Macmillan Co., College Department, 60 Fifth Avenue, New York 11; 1956. Paper. 512 pages. Price, $5.50.

This book—written for superintendents, principals, local vocational education directors, and teachers—is based on the belief that a good school program must be developed cooperatively by school people and the people of the community. The authors feel that vocational education and practical arts programs are hampered by a lack of understanding of the meaning and potentialities of "community schools." They encourage utilization of community resources rather than dependency on federal and state programs.

From School Program to School Plant. John H. Herrick, et al. Henry Holt and Co.; 1956. Cloth. Illustrated. 482 pages. Price, $5.50.

The authors aim to impress upon superintendents, school boards, etc., who are aspiring to build schools that their problems cannot be solved by any *one* specialist. "There are no magic fountains from which flow the needed foresight and ingenuity, let alone the money, to do the job that is necessary. Effective solution of the problem requires clear understanding and intelligent participation by laymen, architects, and professional educators . . . ," they say. A few of the topics covered are: analyzing the situation; the roles of various participants in the project; major steps in planning; selecting and dealing with the architect; choosing the site, furnishings, special rooms, etc.; health precautions; economy.

Home Economics

Kitchen Sense. The Equitable Life Assurance Society of the United States, Medical Department, 393 Seventh Avenue, New York 1; 1955. Paper. Illustrated. 48 pages. Free.

This attractive booklet is suitable as supplementary material for home economics classes. It treats all different aspects of kitchen planning, including nutrition, storage, short-cuts, arrangement, safety, and even doing dishes. It is designed to "help with this creative job of management," which can "make life easier, more satisfying, and more productive, and where people can enjoy doing things." Also available free of charge from the same department is an 11 in. x 17 in. sheet of "*Kitchen Cut-Outs*" of standard furniture and equipment to help study kitchen arrangement.

Experiences With Foods. L. Belle Pollard. Ginn and Co.; 1956. Cloth. Illustrated. 528 pages. Price, $4.60.

A very attractive and complete high-school foods text. It emphasizes three meals a day and includes a unit on each. Other topics are planning, entertaining, food preservation, and individual food needs. A 150-page "cookbook" is the final unit. Appendix includes tables of height-weight, food values, and dietary allowances. The "family-centered" text is supplemented by numerous photographs, charts of temperature, product statistics, etc.

Health

Man Against Disease and **Good Health—Key to Better Living.** Blue Cross Commission, 425 North Michigan, Chicago 11; 1956. Paper. Illustrated. 17 and 21 pages, respectively. Free.

These "textlets" are intended for classroom use in health education, social studies, and family living. The first, which is for use in upper elementary and junior high grades, is a brief, interesting history of man's progress against the evils of disease. The latter booklet is written for senior high school students; it stresses the part of the young citizen in maintaining good health for himself, his family, and his community.

Healthy Days, grade seven, Charlotte E. Wilcox and William Bolton. Beckley-Cardy Co.; 1956. Cloth. Illustrated. 320 pages. Price, $2.68.

One of the Health Action Series for grades one through eight, each of which presents six major areas of study: physical health, social and emotional health, safety and first aid, personal hygiene habits, grooming, and health services. The book is abundantly illustrated, and color is used attractively and purposefully. Summaries, questions, tips about health, etc., are a few of the features.

English

Junior English in Action, Books One, Two, and Three, sixth editions. Tressler, Shelmadine, and Christ. D. C. Heath and Co.; 1956. Cloth. Illustrated. 434, 434, and 468 pages, respectively. Prices, $2.80, $2.80, and $2.96, respectively.

The sixth edition of this junior high-school English series has more than 50 percent new material, with new page size, new layout, new photographs and drawings, and new sentence examples. The new features are based on new curriculum plans and new teaching approaches, and on the classroom experiences of teachers in schools throughout the country.

Science

Let's Learn How, grade four, and **Let's Know How,** grade five, by Samuel A. Thorn and Carl D. Duncan. Beckley-Cardy Co.; 1956. Cloth. Illustrated. 255 and 287 pages, respectively. Price, $2.40 each.

Two of a Science and Conservation series for primary grades. (The entire series includes preprimer, primer, and grades one through six.) The books present the teacher with a practical approach to the teaching of science; They suggest safe experiments with simple, inexpensive materials; they strive to introduce concepts and vocabulary at the right stage in the learning program; and they use an interesting narrative style. Besides being practical, the books are balanced in all areas of subject matter and are attractively illustrated in black and white and color.

Magic Bullets. Louis Sutherland. Little, Brown and Co.; 1956. Cloth. Illustrated. 148 pages. Price, $3.

The author's magic bullets are the vaccines, antitoxins, molds, and antibiotics which are working to keep man healthy—helping in his fight against enemy microbes. In an introduction he decribes some of the now-horrifying "medical" procedures which were employed by primitive man. Then he explains how important the invention of the microscope was in distinguishing "bad" germs from "good" microbes. Drawings are excellent in quality and very appropriate. Mr. Sutherland, a microbiologist, has written about this invisible life in a style and at a level for young people ages 12 and up.

The Stars by Clock and Fist. Henry M. Neely. The Viking Press; 1956. Cloth. Illustrated. 192 pages. Price, $4.

This unusual title means that the author has devised a means of locating stars, constellations, and planets by the use of a clock (as a compass) and your fist (as a sextant). This method has been tested by classes, astronomy groups, and many children. Mr. Neely includes in the volume: 60 sky maps for amateur astronomers; an index of stars and constellations; and complete explanations for using the maps, the clock, the fist, and the hourly lists (star schedules). Besides being appropriate for high-school or college classes, the guide is handy for hunters, navigators, or Boy or Girl Scouts. For ages 12 and up.

Reading

How To Improve Your Reading. Paul Witty. Science Research Associates, Inc.; 1956. Cloth. Illustrated. 380 pages. Price, $4.48.

This can be a textbook, supplementary reading book, or a text for remedial work for grades seven to nine. Designed to help young readers with essential reading abilities, its chapters include such topics as remembering what you read, reading for detail, "reading" illustrations, etc. Reading exercises, answer keys, and progress record charts conclude the book.

George. Phyllis Rowand. Little, Brown and Co.; 1956. Cloth. Illustrated. 48 pages. Price, $2.50.

A dog, uninvited, moves in with a family and manages to do everything wrong. The whole family and all the neighbors soon decide, "This dog must go!" But a sudden disappearance changes their minds. The book is full of darling drawings, many double-page and in color. A charming addition to a library of any size; for ages three and up.

Bridges. Henry Billings. The Viking Press; 1956. Cloth. Illustrated. 159 pages. Price, $3.50.

More than 50 line drawings and diagrams supplement this unusual narrative of the past, present, and future—the "panorama of bridges across America." The story unfolds "from the romantic covered wooden bridges of yesterday to the beautiful sweeping steel structures of today, and on to the great engineering possibilities of the future. . . ." The author is noted for his writings on engineering which have great appeal for the young man contemplating a career in engineering. It is written for folks of all ages from 12 up.

Beckley-Cardy Co., 1900 North Narragansett, Chicago 39.

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D. C. Heath and Co., 285 Columbus Avenue, Boston 16.

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NEA, 1201 16th Street NW, Washington 6, D.C.

Science Research Associates, Inc., 57 West Grand Avenue, Chicago 10.

The Viking Press, 625 Madison Avenue, New York 22.

Calendar

JANUARY

28 to Feb. 1—Annual Reading Institute; Temple University, Philadelphia, Pa.

FEBRUARY

14 to 16—American Association of Colleges for Teacher Education, NEA; Chicago.
14 to 16—National Association of Business Teacher-Training Institutions, NEA; Chicago.
15 to 20—American Association of School Administrators, NEA; Atlantic City, N.J.
16 to 20—National School Public Relations Association, NEA; Atlantic City, N.J.
17 to 20—Department of Rural Education, NEA; Atlantic City, N.J.
17 to 24—Brotherhood Week.
23 to 27—National Association of Secondary School Principals, NEA; Washington, D.C.

MARCH

1 to 5—Department of Audio-Visual Instruction, NEA; Washington, D.C.
2—In-Service Conference, Science and Mathematics for the Modern School; Thorne Hall, Chicago Campus, Northwestern University.
3 to 6—Association for Higher Education, NEA, national conference; Chicago.
7 to 9—National Conference on Aviation Education; Hotel Mayflower, Washington, D.C.
9—IEA-ISNU Annual School Public Relations Conference; Illinois State Normal University.
15 and 16—North Central Regional Conference, Department of Classroom Teachers, NEA; Edgewater Beach Hotel, Chicago.
15 to 19—North Central Division, Music Educators National Conference, NEA; Omaha, Neb.
17 to 21—Association for Supervision and Curriculum Development, NEA; St. Louis.
20—Guest Day (for high school seniors); Western Illinois State College.
20 to 23—National Science Teachers Association, NEA; Cleveland, Ohio.
24 to 29—Department of Elementary School Principals, NEA; Cincinnati, Ohio.
27 to 29—Midwest District, American Association for Health, Physical Education, and Recreation, NEA; Detroit, Mich.
29 and 30—National Council of Teachers of Mathematics, NEA; Philadelphia, Pa.
29 and 30—Illinois Council on Community Schools; Springfield.
30 to April 1—National Association of Deans of Women, NEA; San Francisco, Calif.

APRIL

4—NEA Centennial Birthday Party.
6—Conference on Elementary and Secondary Mathematics; Illinois State Normal University.
6—In-Service Conference, Language Arts; Thorne Hall, Chicago Campus, Northwestern University.

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73. **Bennett Books and Film Strips Catalog** lists all of their books and film strips, with information about various subjects in the industrial education, home economics, and arts and crafts fields. (Charles A. Bennett Co., Inc.)

74. **The Reserve Story** is a booklet designed for guidance counselors providing information on the Army Reserve's special plan for young men 17 and 18½ years of age. (US Army Reserve)

75. **You and the New Army Reserve** is a booklet which provides facts about the

Reserve Forces Act of 1955. (US Army Reserve)

3. **Facts** about writing short paragraphs for profit. (Benson Barrett)

7. **Leathercraft** catalog contains 64 pages of materials and equipment for "You-Do-It" purses, billfolds, etc. (Tandy Leather Co.)

8. **Fund Raising Plan for Schools and Organizations** includes samples on approval of greeting card assortments and folder and complete details of money-making plan. (Sunshine Art Studios)

9. **Sample** of Vintex dish cloth with details of money-making plan for school clubs. (Vine Associates)

10. **New Four-Color Map** of historic US trails and information on graded corrective reading program of the American Adventure Series. (Wheeler Publishing Co.)

13. **Samples** on approval of all-occasion greeting cards. Also included are suggestions on how to raise funds for school or class activities. (Iva E. Brundage and Sons)

38. **Full-color brochure** showing new Classmate line of modern classroom furniture in Diploma Blue and Classday Coral. (American Seating Co.)

43. **Folder** on "Origins of New England" tour, summer, 1957—a study course on wheels covering American history from 1620 to 1820. University credit. Also folder on European tours. (Arnold Tours)

49. **Brochure on summer study** in Europe in education, history, art, music, sociology, languages, journalism. Planned to satisfy "in-service" credit requirements. Costs, $495 and up. (Study Abroad)

56. **Europe in 1957** includes colorful folders on 47- to 51-day, eight-country itinerary and costs of tours offered by Olson Travel Organization and Olson's Campus Tours, from January through September. Tours cost $1445 and up.

61. **Class Report** is a series of typical pupil reports about coal and its use in everyday life. For intermediate grades. One copy to a teacher; class quantities may be ordered after examination. (National Coal Association)

71. **Folders** describe classroom uses for Plasti-Tak, the new adhesive advertised in this issue. (Brooks Manufacturing Co.)

77. **Hawaii Air Vacation Folders** contain itineraries for Hawaiian vacations. For educators only. (United Air Lines)

78. **Aviation Teaching Aids Folder** outlines free classroom materials available. (United Air Lines)

79. **California Air Vacation Folders** detail low-cost tours available. (United Air Lines)

81. **You Can Publish Your Book** is a 32-page illustrated brochure which contains information about publishing, publicity, sales for every writer. (Exposition Press)

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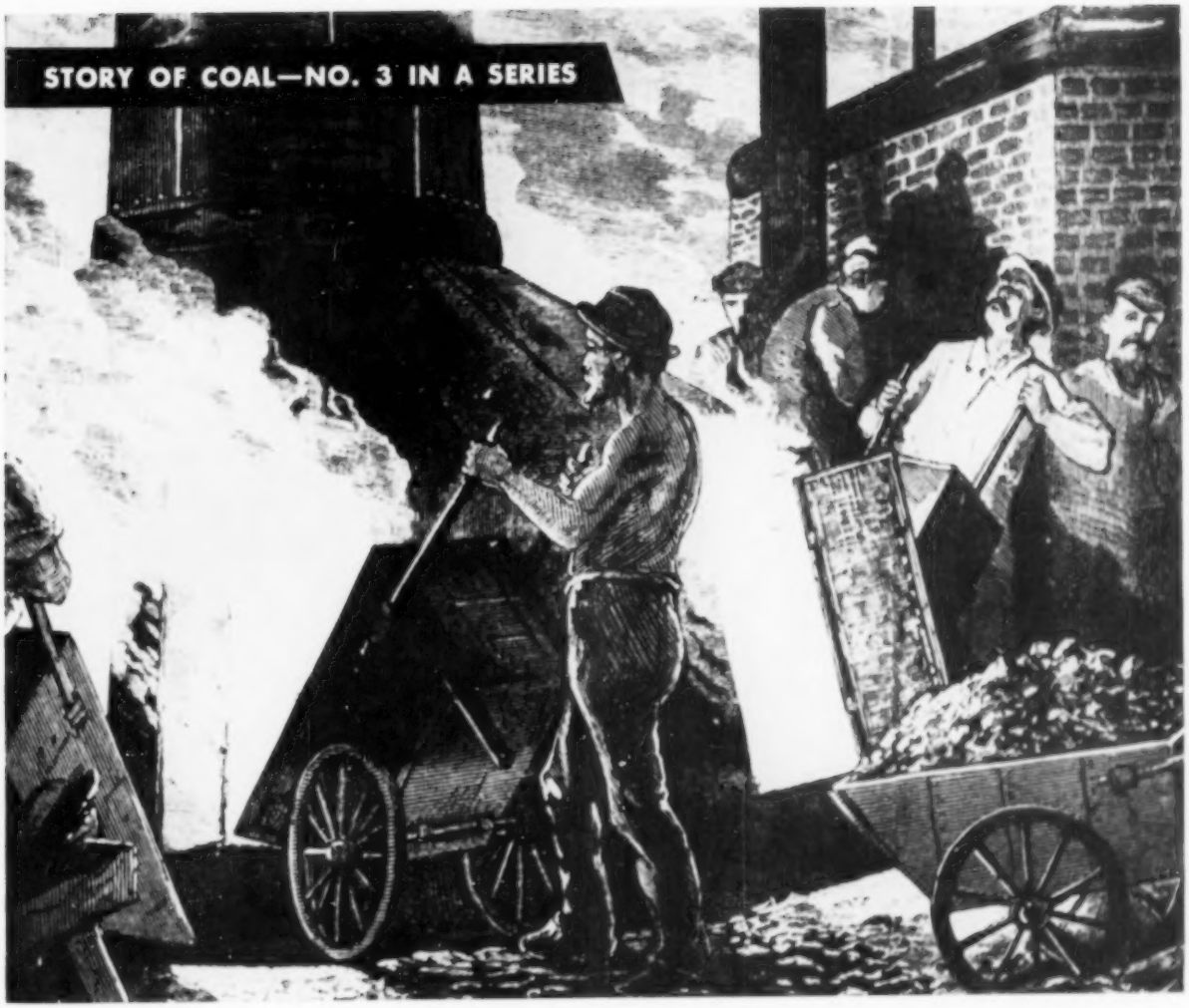

History of Coal

DESPITE coal's age-old existence, its advantages have been widely recognized only in the past few centuries. Although one of the first references to coal was by Theophrastus as early as 371 B.C., knowledge of coal remained limited to scattered localities. For example, Romans in Britain were familiar with coal before 400 A.D., yet Romans in France were not aware of it. And although coal was known in parts of Europe in the 10th and 11th Centuries and some English monks were mining and shipping coal in 1269, forty years later Marco Polo was met with disbelief in many ports when he told of the Chinese using a black rock for fuel.

In this country, the first definite reference to coal was by Joliet in 1673. Seventy years later, our first commercial coal mine or "place cald the cole pit" opened near Richmond, Virginia. During the late 1700's, coal was discovered in Pennsylvania and used locally, but attempts to ship it down the Lehigh and Susquehanna failed. People would not believe the black stones could burn.

Two factors altered this dormant coal trade. For one thing, the Industrial Revolution at the end of the 18th Century created a need for a source of power that only coal could fill. At the same time, the steam engine was perfected and became adaptable to both coal mining and railway transportation, making possible increased production and distribution of coal. From this time on, coal has increased in importance to become a dominant industrial factor in our present economy.

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